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ABSTRACT

This report evaluates the implementation of the PUSH for Excellence program (PUSH-EXCEL) from September of 1979 to March of 1980. PUSH-EXCEL operated in 39 schools in six cities. For evaluative purposes, 11 schools were studied, seven of them intensively. Data were collected through interviews, observations, and examination of archival records. The first chapter of this report summarizes the state of implementation in each of the six cities. The second chapter discusses the implementation plan devised, elaborated, and revised by the national PUSH-EXCEL office. The third chapter presents evaluative data, including indicators of awareness of the program, affective response to the program, and engagement in program activities. Implications for future program implementation and subsequent evaluation are presented in the final chapter. Evaluative instruments are appended. (MK)

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INSTITUTE FOR NEIGHBORHOOD INITIATIVES

The National Evaluation of the PUSH for Excellence Project

Technical Report 2: Implementation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

In September 1979, the PUSH for Excellence program--"PUSH-EXCEL"--began its first full year as a federally funded demonstration. Thirty-nine schools in six cities--Chattanooga, Chicago, Denver, Kansas City, Los Angeles, and Memphis--and a national office constituted the project.

The American Institutes for Research (AIR) was selected by the National Institute of Education (NIE) to conduct a concurrent evaluation. It began in March 1979 with a five-month study of the prototype sites in Chicago, Los Angeles, and Kansas City. This preliminary work formed the basis for the Evaluation Design.[1]

The primary task of the evaluation during fall 1979 was to document the extent of program implementation and to arrange for the collection of data on student outcomes. On the basis of an early fall assessment of the planned level of activity at the sites, 12 of the 39 schools were selected for the study.

We designated 7 of the 12 schools as "intensive" schools: Alton Park Junior High School, Howard High School, and Riverside High School in Chattanooga; Manley High School in Chicago; and Cole Junior High School, East High School, and Manual High School in Denver. For each of these schools, we

[1] Murray, S.R. & Murray, C.A. National Evaluation of the PUSH for Excellence Project: Phase I; Evaluation Design. Washington, D.C.: American Institutes for Research, July 1979.

are gathering data on the full range of outcomes, for individual students and for the school as a whole. Data collection activities over the past year included interviews with students, parents, and teachers; observation of program activities; and examination of archival records.

The remaining five schools have been designated as "standard" schools. They are: Kirkman High School in Chattanooga; Chicago Vocational High School; and Central, East, and West High Schools in Kansas City. For the standard schools, we are collecting data to assess the broader issues of program coverage. We will also examine the impact on outcomes that presumably affect the schools as a whole.

In March 1980, we released the first of five seminannual technical reports on the project, entitled The Evolution of a Program.[1] The title reflects the nature of the report: a description of the events that culminated in the establishment of the PUSH-EXCEL program, and of the activities that the schools were in the process of developing.

This is the second of the reports. As in the first, we continue to focus on the implementation of the program. Our objectives for this report were spelled out in the Evaluation Design:

> This (the second report) will be a 12-month program report on the topics presented in the first Semi-annual Report.

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[1] Murray, S.R., Murray, C.A., Rouse, W.V., et al. National Evaluation of the PUSH for Excellence Project: Technical Report 1: The Evolution of a Program. Washington, D.C.: American Institutes for Research, 1980.

The following topics will also be included:

- PUSH-EXCEL activities. An analysis of the effectiveness of PUSH-EXCEL activities in terms of target audiences reached, materials presented, and participants' basic responses to activities. Analyses will be qualitative, drawing on interview data. A classification of PUSH-EXCEL activities according to objectives and content will be presented.

- Implementing the (evaluation) approach--the 1980-81 school year. This will be an overview of PUSH-EXCEL's plans for 1980-81 and the appropriate next steps for the evaluation. Also included will be implementation plans for the evaluation in 1980-81: measurement approach, data collection, data analysis, reporting, and project management (Murray & Murray, 1979:61).

The contents follow that plan. The first chapter summarizes the state of implementation at each of the six cities. The second chapter discusses the revised and elaborated implementation plan devised by the National Office. The third chapter presents data on the early outcome indicators--awareness of the program, affective response to the program, and engagement in program activities. The report concludes with a discussion of the implications for PUSH-EXCEL and the subsequent conduct of the evaluation.

1. Update on the Local Programs

Activities inspired by PUSH-EXCEL, or using the "PUSH for Excellence" rhetoric, are underway in one form or another in an unknown number of cities. The extensive coverage given to presentations by the Rev. Jesse Jackson has spread his slogans nationally, and local schools have often picked them up.[1] For purposes of the evaluation, we focus on six sites that have been officially designated PUSH-EXCEL programs overseen by the National Office and using some level of Federal support: Chattanooga, Chicago, Denver, Kansas City, Los Angeles, and Memphis.

In this section, we present an overview of the program in each of these cities as of September 1980. Two aspects of the overviews should be noted.

They reflect wide variation. PUSH-EXCEL guidelines have allowed the local programs considerable latitude in virtually all aspects of implementation: the choice of discrete activities, specific program objectives, staffing patterns, and timing. The only common elements are a general commitment to the principles enunciated by Rev. Jackson stressing ideals of effort, moral integrity, and responsibility of students and adults, and an acceptance of one or more of the goals and objectives as shown in Table 1.1.

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[1] AIR is currently conducting a number of research projects involving elementary and secondary schools. The above observation is based on the number of times we have noticed posters and bulletin board notices incorporating PUSH-EXCEL language, in schools that are entirely unconnected with official PUSH-EXCEL programs.

TABLE 1.1
PUSH-EXCEL Goals and Objectives

The Goals

1. Opportunity, for equal and quality education.
2. Atmosphere, conducive to positive learning.
3. Motivation, to excel against the odds.
4. Responsibility, to accept the challenges of life.

The Objectives

1. To establish a committee composed of school and community persons to advise and plan school activities as well as to assist in establishing policy and practices in target schools.
2. To improve students' self-esteem.
3. To improve the general learning environment of target schools.
4. To influence positively student occupational and social aspirations.
5. To improve school attendance and decrease school drop-out rate.
6. To decrease verbal and physical assaults among students and teachers.
7. To decrease school vandalism and related school crime.
8. To improve academic achievement.[1]

[1] EXCEL: The Developing Process of Implementation: 1979. Chicago: PUSH For Excellence, Inc., 1979, p. 5.

Second, the overviews also reflect the ambiguity attached to many of the activities--clubs are organized, assemblies are held, parents' meetings are called, but those can mean anything from a one-time, pro forma occasion to an ongoing or repetitive activity. In these overviews, we give a roster of activities. We turn to the question of actual participation in Chapter 3.

CHATTANOOGA

Overview

The Chattanooga program has its origins in an extensive, grassroots campaign, led by the moderator of the local Operation PUSH chapter. In August 1977, PUSH-EXCEL proponents started at the community level by circulating a petition among residents of various target neighborhoods. The petition outlined several aspects of PUSH-EXCEL and was eventually signed by an estimated 3,000-4,000 people.

Subsequent efforts were directed at publicizing the program and gaining the support of key citizens, the Board of Education, and local organizations such as the Chamber of Commerce. The program began formally in July 1979, when the Chattanooga Public School System entered into contract with PUSH for Excellence, Inc.

The contractual relationship divided overall responsibility for the program between the school system and the National Office.[1] The PUSH-EXCEL Director and Assistant

[1]Other terms of the contract provide for technical assistance from the National Office and on-site participation from the Rev. Jesse Jackson.

Director are paid through a Department of Education grant to the National Office and are thus subject to National Office supervision. Community liaisons are paid through local funds and report directly to the PUSH-EXCEL Director. The district coordinator--an individual who oversees citywide events and activities--is directly accountable to the school system. Teacher-advisors, chosen from existing school staff, are also accountable to the school system.

In September 1979, program activities were started in six schools: Alton Park Junior High School, Hardy Junior High School, Howard High School, Orchard Knob Junior High School, Kirkman High School, and Riverside High School. All are located in the urban core of the city, and were selected on the basis of need. Their enrollment is drawn from neighborhoods where over 70 percent of families have incomes at or below the poverty level. Black enrollment averages 70 percent. When the program began, drop-out rates were as high as 15 percent, and none of the schools had attendance rates above 90 percent.

The school programs were staffed with a full-time community liaison and a one-third time teacher-advisor. A governance committee, composed of parent, school, student, and community representatives, was organized in each school. By the end of 1979, the committees had identified school-specific needs, goals to be accomplished through the program, and activities. From the general PUSH-EXCEL budget of $198,608, $300 was allocated to each school for program activities planned by the governance committees.

Implementation Strategy

Chattanooga's program seeks to influence the school as a whole, not just a special subpopulation. Almost every

activity is one that is visible (or should be visible) to all students. During the fall, one set of such activities was implemented at each school: homeroom attendance competition, awards assemblies, media committees, student and parent pledges, and report card pickups. A variety of other activities applied to only one or two of the schools.

Community mobilization is directed at assembling resources on behalf of each school program. By the end of fall 1979, this consisted of organization of a Senior Citizens' Homeroom Grandparents group at Riverside, Howard, and Kirkman; a scholarship donated to Orchard Knob by a local business; and an after-school tutoring program, staffed by retired teachers, at Kirkman.

Activities for parents are intended to increase their awareness of their children's educational progress and to build active parent organizations at each school. In the fall, activities for parents included PUSH Parties in the homes of parents (Riverside); organization of a PTA (Alton Park); PUSH-EXCEL parent groups (Hardy, Howard, and Orchard Knob); and a parent workshop (Kirkman).

Spring 1980

The fall activities were continued with little modification in the spring. A few new ones were added:

- PUSH-EXCEL Week (20-25 April), which featured student tours of local college campuses, senior citizen arts and crafts exhibits in each school, and a special service at a local church;

- Teacher Orientation Sessions (one two-hour session for each school except Howard);
- 29 field trips, arranged for teachers by their PUSH-EXCEL school district coordinator;
- A tutorial program staffed by volunteers at Orchard Knob Baptist Church;
- Recruitment of ministers to provide counseling at Alton Park;
- Recruitment of the South Chattanooga Improvement League to contact Howard High parents at report card pick-up time; and
- A two-day Stakeholders Retreat.

The above activities were largely special events to give the program increased visibility, to provide new experiences for students, or to elicit greater involvement.

Summer Activities

The site staff and community liaisons worked on a full-time basis over the summer. The activities they conducted included three started during the school year ("Radio Goes to School," Hardy Junior High's Beautification Club, and Orchard Knob's parent group); a reproductive health program, voter registration, and four career workshops, held one evening in June. Three new groups were organized--a minister's group, a parent block group, and a boys outdoor club. Also, the staff conducted a ceramics and an exercise class.

The 1980-81 School Year

Activities. The 1979-80 activities will be continued in the 1980-81 school year. The program plans to expand membership and participation.

Other efforts are intended to increase the involvement of teachers and the clergy. When the teachers returned to school late in August, PUSH-EXCEL staff members, a minister, and a PUSH-EXCEL Advisory Council representative participated in a faculty orientation session at each school. Teachers signed pledges, gave reactions to last year's program, and suggested new directions for the program. Outreach to the religious community took the form of an appeal to members of Chattanooga's Minister's Union to place weekly "excellence" themes in church bulletins; recognize students who excel (the program will forward the names of students who make the honor roll); and provide a scholarship or other incentive awards to PUSH-EXCEL.

Plans are underway for these activities:

- Academic Olympics, to be held during the spring;
- A quarterly newsletter, to be distributed in the schools and the community;
- An auction at which students will bid for valued items (e.g., bicycles and radios), using A's and B's received on papers, tests, and report cards; and
- Internal monitoring, to be conducted on a monthly, school-level basis by Governance Committees.

Staffing. The first Director resigned in mid-August. A few weeks later, one of the community liaisons also resigned. While the program is in the process of selecting a replacement for the Director, the slot is being filled by the Assistant Director. Recruiting for the community liaison position has not yet started.

Operating budget. This year's budget is $298,138. It includes Department of Education (DOE) funding ($66,929), in-kind and salaries from the Chattanooga Public Schools ($96,436), $17,403 from the National Office and $117,370 from the local community sources.

Discretionary funds for each participating school consist of $800 for educational field trips, $350 for incentive awards, approximately $200 for supplies, $233 for refreshments for program social events, and $100 for workshops and consultants.

CHICAGO

Overview

Chicago PUSH-EXCEL began during the 1975-76 academic year, when the school administration designated ten high schools as program sites. The schools were: Calumet, Chicago Vocational (CVS), Englewood, Julian, King, Manley, Marshall, Morgan Park, Orr, and Schurz. Principals were asked to host the program on a voluntary basis. The school system did not subsidize the program.

Formal operations began in the fall of 1976. The principal of CVS, one of the PUSH-EXCEL schools, directed the program along with his regular school duties. The program was a division of Operation PUSH, which provided operating expenses. First-year efforts were devoted largely to gaining financial support for the program, designing program activities in line with the "total involvement" concept, and, through appearances by the Rev. Jackson, engaging students to make greater efforts to achieve.

At the start of the 1977-78 school year, a full-time director and assistant director were hired with funds from the Ford and Rockefeller Foundations. The staff initiated several activities: Adopt-A-School, Ministers for Excellence, Academic Olympics, Judges for Excellence, Parents for Excellence, and Total Involvement Committees. Some of the activities were carried over to the next year. Other third-year activities were reported as PUSH-EXCEL activities, but often these were ones the schools already had on their rosters. The Reproductive Health Program was developed with a $55,000 grant from the Illinois Family Planning Council and administered by a separate staff.

By February 1979, a third director had been hired and the program had added another staff member. In addition to a Chicago Community Trust grant ($102,000), the program received $200,000 from the Illinois Family Planning Council, to continue the Reproductive Health Program.

In November 1979, the Department of Health, Education and Welfare awarded a grant to PUSH-EXCEL, Inc., to develop the national program. Roughly $167,000 went to Chicago. The Chicago Community Trust provided another grant of $102,000. The staff was expanded to a director, assistant director, special consultant, youth coordinator, parenting director, liaison chief, and four community liaisons.

Three adjunct programs were funded and staffed separately: The Reproductive Health Program, supported by a $275,000 grant from the Illinois Family Planning Council; Career Exploration Project (CEP), funded by the Department of Labor ($500,000 split between Chicago and Kansas City); and Introduction to Business Enterprise Opportunities Project (IBEOP),

funded by a Department of Commerce contract. The ten original school components remained in the program, although participation in half was limited to a handful of students in one or two activities.

Implementation Strategy

The early planners envisioned school-based programs with participation from broad segments of the community, parent, and student populations. But, with one or two exceptions, the program has been unable to establish a day-to-day presence in the schools. The reasons for this can be traced to many factors: frequent turnover in the program's leadership; communication problems between the schools and the program; lack of support from the central school administration; political activities of the Rev. Jackson, and Operation PUSH; and a constantly changing set of goals and activities.

By fall 1979, the program had developed a roster of seven general objectives and, under these, a minimum of three specific ones. On paper, the plan was still for a school-based, total involvement program. Table 1.2 summarizes the activities actually implemented:

- ongoing sitewide activities for small groups of parents and students drawn from each school;
- one or two ongoing activities at six of the schools; and
- special events for large audiences.

A formative evaluation sponsored by the Chicago Community Trust identified the emerging strategy as one to make performance, responsibility, and self-discipline the norm for student

TABLE 1.2
Chicago PUSH-EXCEL Activites: Fall 1979

SITEWIDE

Ongoing	Special Events
Student Leadership Workshop	Einstein Lecture Series
John Hope Franklin Club	John McLenden Basketball Tournament
Youth Council	Community Stakeholders Meetings
Parent Sensitivity Tours	Goodman Theatre Presents
Speakers' Drop-In Program	
Parent Participatory T.V. Workshops	
Thursday Night Parent Forum	

SCHOOL-BASED

Ongoing	Special Events
Attendance Program (CVS, Englewood, Marshall, King)	Awards Ceremony (CVS, Marshall, Orr, Calumet)
Direction Sports (Julian)	Martin Luther King Assembly (Calumet)
Youth Motivation Program (CVS)	Teacher Appreciation Day (CVS)
Principal's Scholars Program (King)	
Adopt-A-School (Julian, Orr)	
Reproductive Health (Manley, Englewood)	

behavior. The program would do this by providing awards and opportunities for students who had excelled in some way or who showed signs of being on the right track. However, the program has not yet detailed the paths linking its activities to the roster of expected outcomes for the school and major segments of its student body.

Spring 1980

Table 1.3 shows the activities conducted during the spring semester. The majority of the activities continued from the fall were those held at the site office. The chief mechanisms to meet the program goals were special events.

The CEP and IBEOP programs were not implemented as planned. According to the program, problems were encountered in placing staff in the schools.

Summer Activities

The program conducted three activities over the summer:

Operation Alternative Summer Tutorial Program. Tutoring sessions were conducted at the site office. Also the program provided buses for field trips, equipment, and supplies to at least two of 11 additional tutorial projects in the alternative school network.

Summer Seminar Program. This was a series of six sessions on current issues. Representatives from the media and the academic community were featured speakers.

Summer Jobs Program. Students were placed at Disneyland (11), Disney World (35), and Yellowstone National Park (approximately 20).

TABLE 1.3

Chicago PUSH-EXCEL Activities: Spring 1980

COMPONENT	ONGOING ACTIVITIES	SPECIAL EVENTS
Site Office	Parent Sensitivity Tours	Disneyworld Going Away Dinner
	Parent Participatory Workshops	Southern College Tour
	Saturday Morning Meetings	Sports Award Banquet
	John Hope Franklin Club	Martin Luther King Memorial Concert
	Voter Registration	IBEOP Student Seminar
	Speakers Program	Teen Talent Showcase
	Youth Council	Women's Day
	Student Leadership Workshop	Youth Political Convention
		IBEOP Luncheon
		Reproductive Health Conference
		Jackie Robinson Scholarship Award
		Alternative Schools[c]
Calumet H.S.		Achievement Dinner
Chicago Vocational H.S.[a]		Battle of the Bands
Englewood H.S.	Human Relations Club	Blue Cross/Blue Shield Owning Your Own Business Seminar
	Attendance Program[b]	
	Reproductive Health Program	Ski Trip
Manley H.S.	Reproductive Health Program	Academic Olympics
		Manley Day at PUSH
		Manley Sophomore Award/Open House
Marshall H.S.	Attendance Competition[b]	Academic Olympics
Martin Luther King H.S.	We Care Club	Athletic Banquet
	Attendance Program[b]	Luncheon Cleanup Campaign
Rezin Orr H.S.		PUSH-EXCEL Day
		Academic Olympics

[a] According to the Principal, all curricular and extracurricular activities are to accomplish PUSH-EXCEL goals and objectives.

[b] Presumably this activity is an ongoing program activity. However, the program's records did not refer to this activity.

[c] During the teacher walkout in January, PUSH-EXCEL, Operation PUSH, and other community groups organized a network of 61 alternative schools.

The 1980-81 School Year

Activities. The current program opened with a Stakeholders Meeting and Press Conference on 28 August 1980. The Rev. Jackson and the National Director of PUSH-EXCEL were the featured speakers at the meeting. The theme was the program's central activity for the year, parental involvement. The program wants to obtain 50,000 pledges from parents throughout Chicago. Between 200-300 people attended. Most of the participants were from the Chicago Board of Education, the media, social service agencies, and churches.

Plans for in-school activities are tentative. The program is currently reorganizing its operations and refining its strategy. It plans to hold a meeting with the principals of the ten school components before in-school activities are implemented.

Staffing. The program is undergoing a major change in personnel. The Assistant Director and Liaison Chief resigned in the spring; their replacements have not been named. The Director resigned in August, and the Youth Coordinator in early September. The Parenting Director is now Acting Director. She and the National Director are interviewing candidates to fill the vacant positions. The Community Liaison staff remains the same.

Funding. The budget for the current school year is $253,890: $148,890 from the Department of Education; and $105,000 from the Chicago Community Trust. Continuation

proposals for the CEP and IBEOP programs are being prepared. Also, a request for extension of last year's CEP funding is to be submitted.

DENVER

Overview

Pre-implementation planning for the Denver program began in the summer of 1978, after the Rev. Jackson spoke at two high schools, East and Manual. The planning phase included the formation of the PUSH-EXCEL Advisory Commission, fundraising, and the preparation of a proposal for a three-year pilot program. Four schools were selected: Steck Elementary School, Cole Junior High School, and East and Manual High Schools. Implementation began in August 1979, when the school board approved a contract between PUSH for Excellence, Inc., and the Denver Public Schools.

The contract outlines the program organization, funding, and staff responsibilities. The terms of the contract provide for a district administrator who is directly accountable to the school system. A full-time teacher-advisor is to be assigned at each school. The teacher-advisor works under the direction of the principal, who is to supervise organization, planning, and all other aspects of the school program. These staff are directly accountable to the school administration. A PUSH-EXCEL director and two full-time community liaisons are under the supervision of the National Office. However, the Director reports to the District Administrator and serves in an advisory capacity to the principals and teacher-advisors. An Advisory Council in each school is to recommend areas of program responsibility and to assist in program planning and execution.

First-year funding came from private foundations and corporations ($89,000), PUSH for Excellence, Inc.'s HEW grant ($74,670), and the Denver Public Schools ($24,875 in-kind and cash). Private contributions included the Piton Foundation, Denver Foundation, Adolph Coors Foundation, Boettcher Foundation, Johnson Foundation, Mountain Bell, Franklin L. Burns Foundation, Altantic Richfield, Frontier Airlines, and Jack Hogan Charitable Foundation.

Implementation Strategy

The Denver strategy included some schoolwide activities, but two other components were added: emphasis on one-to-one interactions between staff and students, and a consciously incremental approach. The program has made explicit reference to these components throughout its written documentation.[1]

The first component was implemented in the spring of 1980 at two high schools, East and Manual, where the teacher-advisor provided individual counseling for pledged students. At Manual, the teacher-advisor and community liaison held group sessions with the pledgees, tracked their grades and attendance, and held individual sessions with students whose performance was unsatisfactory.

An incremental approach to program implementation is the second distinctive component of Denver's strategy. The site has set a three-year schedule for reaching its goals. In the first year, the program was to focus on four objectives: establishing an organizational structure for

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[1] See Bailey, James B. & Dennis, Evie G. PUSH For Excellence, Denver Public Schools. Denver: August 1978.

the program; getting students, teachers, and the community's attention and involvement; developing activities to influence student's social and occupational aspirations, and building more cooperation between East and Manual. The second year is to produce positive changes in student's self-esteem and self-direction, and the third-year objective is to improve academic achievement.

In the fall of 1979, the program made progress on all the first year's objectives. By the end of December 1979, the structural components were in place at the site and school levels. Activities to involve target groups--kick-off events, pledge signing, and publication of the PUSH-EXCEL newsletter--were visible. All schools but Manual started activities related to social and occupational aspiration, and a joint in-service was held to promote cooperation between Manual and East.

Spring 1980

Table 1.4 shows the spring activities conducted sitewide and at each school component. The bulk of the school-based activities implemented in the fall were continued for the rest of the year. At Manual and East, major components were added: counseling and attendance activities. All schools used rewards and incentives for achievement. Examples include the honor roll at Steck and the awards for attendance and academic achievement at Manual. East supplemented its regular program with eight special events. At the site level, the major activities were the organization of task forces and publication of the PUSH-EXCEL Newsletter.

At the end of the school year, Denver had developed an active in-school component. However, the program relied

TABLE 1.4
Denver PUSH-EXCEL Activities: Spring 1980

COMPONENT	ACTIVITIES	
	Continued from fall	**Implemented in the spring**
Sitewide	PUSH-EXCEL newsletter Media coverage Talks to school and Community groups	Distribution of PUSH-EXCEL handbook and brochure Organization of Task Forces: Parent, Religious, Community, Business Voter Registration East and Manual Inservice Fundraising Activities
Steck Elementary School	Parent volunteers Junior High School tutors Awards and Recognition Program Friday Special Activities Student Council Community Speakers	Monthly distribution of "Parent Calendar of Skills and Teaching Guide" Community Luncheons Math Facts Club Honor Roll Special Event: Talent Fair
Cole Jr. H.S.	After-school clubs Cole Buddy System	Happy Birthday Announcements Honor Roll PUSH-EXCEL club Seminars in classes Parent-Teacher Conferences Special Events: Tickets to Denver Nuggets basketball games Guest speakers Career Day
East H.S.	Notices on the program to faculty and staff Information Booth Peer tutoring program PUSH-EXCEL Club Attendance tracking Group Counseling	Parent contacts Staff Advisement Board Individual Counseling Weekly Attendance Policy Voter Registration Awareness Program PEEPP Roster Special Events: Brotherhood Week poster contest Selection of Congressional Page Tickets to Denver Nuggets basketball games

TABLE 1.4
Denver PUSH-EXCEL Activities: Spring 1980 (Cont.)

COMPONENT	ACTIVITIES	
	Continued from fall	Implemented in the spring
East H.S. (cont.)		Alcoholism Awareness Month Seminar School beautification – Art contest Awards Assembly Guest speakers National Honor Society Banquet Fifties Dance and contest Guardian Angel Breakfast Love Run Distribution of information on the 1980 census Chili Dog Booth at Springfest Booth at Flea Market
Manual H.S.	PUSH-EXCEL button Group Counseling	Parent volunteers Personal Responsibility for Excellence in Program (PREP) Seminars Special Events: Achievement awards: Perfect attendance, academic achievement Guest speakers Voter Registration, buttons and trophy Selection of Congressional Page Tickets to Denver Nuggets basketball games

heavily on the PUSH-EXCEL staff, particularly the teacher-advisors, to do the work. Steck was the only component that developed a mechanism for increased parental efforts in the home, and East and Cole had the only consistent activities for enlisting teacher support. Ongoing community involvement activities were limited to distribution of the newsletter and other materials, media coverage, and Steck's Junior High tutors.

Spring 1980

Summer activities included the following:

- meetings of the Parent, Religious, and Business Task Forces;
- planning for PUSH-EXCEL week; and
- a reception for Ben Joke, assistant coach of the Denver Nuggets.

The reception was co-sponsored by the United Negro College Fund, Joint Effort Youth Foundation, and Club Omni).

The 1980-81 School Year

Activities. Denver made its plans for the current program at the close of the 1979-80 term. The complete roster, as presented in the program's annual report,[1] is shown in Exhibit 1.1. Most of last year's activities will be conducted this fall. The plans show an increased emphasis on parental involvement in the home and school through activities such as parent workshops (sitewide and Steck) and the East parents' task force.

[1] Denver PUSH-EXCEL, Annual Report, June 1980.

EXHIBIT 1.1
Highlights of the 1980-81 PUSH-EXCEL Plans: Denver [a]

The PUSH-EXCEL office and each school's principal and teacher advisor all work cooperatively to achieve the five basic goals; however, each has primary responsibility for particular portions of the program. The PUSH-EXCEL office emphasizes the community aspects of PUSH-EXCEL. The following are its responsibilities and examples of activities proposed to be carried out for the 1980-81 school year:

Objectives To Be Emphasized

1. *To generate wide-spread community and parent involvement with the schools*
2. *To develop community support and resources for school activities*
3. *To create city-wide media exposure for PUSH-EXCEL concepts and activities*
4. *To raise funds*
5. *To coordinate school programs*
6. *To consult and advise teacher advisors and principals*
7. *To relate with the National PUSH-EXCEL office and national concerns*

Activity Highlights

1. *Continue to develop religious, business and parent task forces*
2. *Creat an athletes task force*
3. *Provide three parent workshops on study skills and school programs*
4. *Start home visits of parents in Cole-Manual area*
5. *Work with the schools to increase parent participation in Back-to-School nights and report card pick-ups (20%)*
6. *Assist teacher advisors in providing speakers for the Great People Series*
7. *Assist teacher advisors in obtaining awards and incentives for students*
8. *Obtain city-wide media exposure for PUSH-EXCEL concepts and activities*
9. *Publish PUSH/POWER: THE NEWS OF EXCELLENCE five to six times*
10. *Develop media materials and exposure opportunities, such as public service announcements, PUSH-EXCEL Day, newspaper articles, TV and radio programs*
11. *Establish a comprehensive fund raising plan*
12. *Establish annual fund raising events*
13. *Establish a wide base of community support*
14. *Publicize PUSH-EXCEL kick-off week September 8-12, 1980 activities*
15. *Establish a traveling voter registration plaque for high school with highest percentage of registered seniors*
16. *Congressional page program*
17. *Hold palnning and assessment retreat in November*
18. *Provide staff development activities*
19. *Assist schools in planning and evaluation*

[a] Source: Denver. PUSH-EXCEL. Annual Report, June 1980.

20. Assist AIR and implement its constructive criticisms
21. Exchange information with other PUSH-EXCEL sites.

The school portion of PUSH-EXCEL has six basic components: (1) students, teacher and parent pledges, (2) regular monitoring of all pledged students, (3) PUSH-EXCEL advisory councils, (4) student PUSH-EXCEL clubs, (5) state of the school addresses by the principals, and (6) senior voter registration. Using as guidelines the basic goals and these components each school has set its own priorities and activities.

STECK ELEMENTARY SCHOOL

Objectives To Be Emphasized

1. Increase family involvement in school activities
2. Develop improved communications between home and school
3. Build on school spirit, love for learning and student dedication to excel.

Activity Highlights

1. Delivery of parent calendars and visits to all Steck parents
2. Series of parent workshops
3. All school family roller skating parties
4. Obtain signed PUSH-EXCEL pledges from 95% of staff, 95% of students, 90% of parents
5. Quarterly recognition assemblies with parent and community involved
6. Quarterly community luncheons
7. Academic Olympics between classrooms
8. Assist staff advisement sessions
9. Enrichment sessions such as computer math, tutoring, guest speakers, math lab, great books club, art and talent fair, spelling bees, and college lab students
10. Staff retreat or picnic
11. Two half-day parent conferences each semester
12. Awards and incentives for individual student achievement.

COLE JUNIOR HIGH SCHOOL

Objectives To Be Emphasized

1. Strive to improve student motivation for learning
2. Increase parent involvement with their children's educational activities both at home and at school
3. Increase student, parent and teacher dedication toward high expectations
4. Increase recognition for accomplishments of pupils, faculty, parents and volunteers
5. Increase community resources to aid in school projects designed to enchance attitudes and achievement.

Activity Highlights

1. Pledge goals: 50% teachers, 25% parents, 60% students
2. PUSH-EXCEL clubs
3. "Cole for Excellence" awards
4. Monitor attendance and grades of pledged students
5. Student study skills support
6. Academic Olympics
7. Cole Buddy Project
8. Great People Series
9. PUSH-EXCEL kick-off activities September 8-12, 1980
10. Increase parent participation at Back-to-School activities
11. Strengthen advisory council
12. Career Day
13. Awards assembly.

EAST HIGH SCHOOL

Objectives To Be Emphasized

1. Build self-esteem and school spirit
2. Increase family involvement in school activities
3. Increase the East/Manual Complex staff involvement.

Activity Highlights

1. P.E.E.P.P. Club and other counseling, tutoring activities
2. Support for minority students to enroll in accelerated classes
3. Monitor attendance and grades of pledged students
4. Try to obtain traveling voter registration plaque
5. Great People Series
6. PUSH-EXCEL Staff Advisement Board
7. Pledge goals: 30% students, 35% teachers, 20% parents
8. PUSH-EXCEL kick-off week activities (September 8-12, 1980)
9. School beautification program
10. Increase number of parents at Back-to-School activities
11. Promote PUSH-EXCEL activities - contests, posters, awards
12. East Parents' task force
13. Develop East/Manual Joint Staff Advisement Board.

MANUAL HIGH SCHOOL

Objectives To Be Emphasized

1. Increase the supportive contacts for students who have made PUSH-EXCEL pledges
2. Increase parent participation
3. Increase minority enrollment in accelerated classes
4. Increase the number of registered voters of students who are eligible.

Activity Highlights

1. Great People Series
2. Academic Olympics
3. Group meetings of pledged students and individual conferences
4. Monitor attendance and grades of pledged students
5. College excursions
6. Increase number of parents at report card pick-up and Back-to-School activities
7. Retain voter registration plaque
8. Career fair
9. Increase percentage of minority students in accelerated classes
10. Increase student pledges by 15%, parents by 10% and teachers by 10% over 1979-80.

Staffing. Staff changes have occurred at Manual, where there is a new principal and teacher-advisor, and at Steck, which has a new principal. Other staff were in place last school year.

Funding. The Denver budget for the 1980-81 school year is $222,765. The breakdown of funding sources to date is as follows: $2,500, Mountain Bell; $30,000, the Piton Foundation; $71,000, Department of Education; $24,875, in-kind and cash contribution from the Denver Public Schools; $50,000 cash, Denver Public Schools;[1] and $5,000, the Johnson Foundation. The remaining funds are to be raised.

KANSAS CITY

Overview

Kansas City is one of PUSH-EXCEL's first sites. During the 1976-77 school year, negotiations for a pilot program at Central High School took place between the school board, the Central Alumni Association, and the National Office of Operation PUSH. Formal operations began in September 1977. The staff consisted of a director and five staff members paid through CETA funds. The basic activities were the Pride Association, Athletes for Excellence, and a parents group, Concerned Parents and Patrons of Central High. A six-week summer academic enrichment program was conducted for 40 students.

Shifts occurred in the program's administration and relationship to the school during the 1978-79 school year.

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[1] The $50,000 cash contribution is a tentative budget item. It has not been approved.

Most of the activities implemented the previous year were continued, but the level of broad-based participation was markedly reduced at Central. However, four other schools expressed interest in hosting a program.

By fall of 1979, the program was in three schools (Central, East, and West) and its staff consisted of an acting director and administrative assistant. The sole source of funding was the Department of Health, Education and Welfare; $90,381 was earmarked for Kansas City and channeled through the National PUSH-EXCEL office. An adjunct program, the Career Exploration Project, began operation in the fall at Central and West. This program had its own staff and funding from the Department of Labor.

Fall activities included kick-off events, student and parent pledge signing campaigns, a parent group (Central), Teachers for Excellence Council, teacher needs assessment (East), tracking of students with poor attendance (Central and East), Athletes for Excellence (Central), Student of the Month (Central), and reward socials (East).

Spring 1980

The spring semester began with the appointment of a new director, who set priorities for identifying the problems in the three school components, building a strong base of active support for the program, and conducting an Academic Olympics.

Fall activities were not continued. Instead, the following sitewide activities were implemented.

- School needs assessments, conducted by the PUSH-EXCEL staff;
- The Academic Olympics;
- Voter Registration; and
- Establishment of an Education Advisory Council.

Of the four activities, only the Academic Olympics involved a sustained sequence of events in the school and the community; soliciting funding and awards for the event; selecting and accepting student participants; promoting and making arrangements for the event. The rest were special events either to build support, reinitiate the program, or accomplish a highly specific, immediate objective.

In the fall, Kansas City was a rudimentary program in three schools. At the end of the year, a major reorganization was begun.

Summer 1980

The staff spent the bulk of the summer planning the 1980-81 program activities, revising operating procedures, and building support for the program.

One activity, the PUSH-EXCEL Career Training Program, was conducted for students. Forty students who met CETA eligibility requirements were placed in summer jobs at local businesses and colleges.

The 1980-81 School Year

On the basis of an informal assessment of community and school commitment, the staff decided to end the programs at Central and West and concentrate all resources in one school, East High.

Activities. Planned activities are shown in Exhibit 1.2, a chart prepared by the program during its planning period. It may be seen that activities are to be directed at eight objectives: improved student moral, improved attendance, opportunities for nonconforming students, career education and job experiences, mobilization of school and faculty, increased parent awareness and responsibility, increased community resources in support of the school, and involvement of the clerical community. The majority of the activities are designed as ongoing; other activities are planned as special events. Associated with each activity is a target group.

With a handful of exceptions, the planned activities are new ones for East. However, many have been tried in previous years at Central or West. The Career courses are examples; these were developed last year as part of the Career Exploration Project.

To assess progress in meeting it objectives, the program plans to design an internal evaluation. Impact data will be collected for a longitudinal study of 9th graders entering the school this year.

Staffing. The current staff consists of the director, assistant director (the program's former administrative assistant), a secretary, and the two community liaisons.

Funding. For 1980-81, the program will receive $117,460 from the National Office. The bulk of the funds ($103,600) are part of the DOE grant to PUSH for Excellence, Inc.; $13,860 is the in-kind match produced by the National Office. The Career courses will be funded from two sources: a grant

EXHIBIT I :

Plans for the 1980-81 Program: East High School, Kansas City

GOAL: TO PROVIDE THE OPPORTUNITY AND THE ATMOSPHERE TO MOTIVATE STUDENTS TO BECOME PERSONALLY ACCOUNTABLE (RESPONSIBLE) TO OBTAIN THOSE SKILLS AND ETHIC VALUES THAT MAKE THE SOCIETY IN WHICH THEY LIVE A BETTER PLACE FOR PEOPLE OF ALL RACES, CREEDS, AND CULTURAL BACKGROUNDS.

OBJECTIVES:	ENABLING OBJECTIVES:	ACTIVITIES:	IMPACT POPULATION:	WHO:	WHEN:	ASSIGNED TO:	FOLLOW-UP
	KICKOFF PROGRAM			Excel Staff School Staff	August 25 - September 5	McConley	
Boost student morale so that students demonstrate pride in themselves and in their school 32 Improve attendance	Attendance Improvement Drive	9th Grade Orientation	9th Graders	Excel Staff	Aug 22 & 25	McConley	Liaison Contact
		Convocation	All Students	Rev. Jackson	October 20		
		Identify Attendance Problem Students	Attendance Problem Students	Excel Staff	On-going	Excel Staff	
	PUSH for Academic Excellence	Pledge Drive	All Students	Excel Staff	October 20	Excel Staff	On-going
		Academic Olympics	Excel Pledges	Excel Staff	April	Excel Staff	
		Leadership Council	Membership (All Students)	Excel/East Staff	On-going	Manning	
		Excel Newsletter	Excel Journalism Students	Excel Staff	On-going	Irving/Manning	
		Grade Card Pickups	Excel Pledges	Excel Staff	4 per year	Excel Staff	
		Look at Academic Program	All Students	Staff/Consultants	On-going	Excel Staff	
		Parent-Teacher Conferences	Students-Parents	Liaisons	4 per year	Campbell/McCarther	
	Student Assemblies	9th Grade Orientation	9th Graders	Excel Staff	August 22 & 25	McConley	Liaison Contact
		Convocation	All Students	Rev. Jackson	October 20	Excel Staff	
		Spring Convocation	All Students	Excel Staff			
		Graduation	Seniors	Excel Staff/District	May	Excel Staff	
		Special Assemblies	All Students	Excel Staff	On-going	Excel Staff	
	Sports Program	Athletes for Excellence	Excel Students	Excel Staff	On-going	Excel Staff	
		Excel Students on Teams	Excel Students	Excel Staff	On-going	Excel Staff	
		Excel Students on Drill Team	Excel Students	Excel Staff	On-going	Excel Staff	
		Excel Students in Pep Club	Excel Students	Excel Staff	On-going	Excel Staff	
	Voter Registration Drive	Seminars/Rallies by/with Politicians/Elected Officials	Non-voters	Excel Staff	Prior to Election	Excel Staff Deputies	
		Media Recognition	"	Media	On-going	Irving	
		Special Programs (Drama, etc.)	"	Excel Staff	On-going	Excel Staff	
	School Organizations	Leadership Council	Leadership Council	Excel/East Staff	On-going	Manning	
		Student Advisory Council	Student Advisory Council	Excel/East Staff	On-going	Irving/Manning	
		Excel Newsletter Committee	Journalism Students	Excel Staff	On-going	Irving/Manning	
		Fund Raising Committee	All Students	Excel Staff/Businesses	On-going	McConley	
		Student Government	All Students	Excel/East Staff	On-going	East Staff	
	Special Activities	Ethnic Week	All Students	Excel/East Staff	February	Excel Staff	
		Radio Broadcasts	All Students	Excel Students	On-going	Excel Staff	
		Radio Blitzes	All Students	Excel Staff	KICKOFF Period	Excel Staff/Consultants	
		Excel Sundays	Excel Students	Clergy	Pre-Grade Card Pickup	Excel Staff	
		Parent-Students Clubs	Excel Parents-Students	Excel Staff	As Needed	Excel Staff	
	Awards Program	Awards Banquet	Excel Students	Excel Staff	End of Year	Excel Staff	
		Appreciation Ceremony	Community	Excel Staff	August	McConley	
		Most Valuable Student (MVS)	Excel Students	Excel Students	End of Year	Excel Staff	
		Most Valuable Teacher (MVT)	Excel Teachers	Excel Students	End of Year	Excel Staff	
		Most Valuable Person (MVP)	Excel Community	Excel Students	End of Year	Excel Staff	
		Contests for Special School Symbols	Excel Students	Excel Students	As Determined by Student Group	Excel Staff	
		Special Achievement Awards	Excel Students	Excel Staff	As Appropriate	Excel Staff	
Provide the opportunity for the nonconformist student to develop positive self-concept, examine behavior alternatives, and make wise decisions regarding life choices	Careers I Course	Individual Counseling	Unmotivated Students	Excel Staff	School Year	McConley	
		Group Counseling	"				
		Guest Speakers	"				
		Peer Motivation Speakers	"				
		Field Trips	"				
		Parental Contact (Home Visits)	"				
		Assertiveness Training	"				
		Self-Concept Building	"				
		Redirection	"				
		Audiovisual Monitor/Feedback	"				
		Techniques in Communication	"				

Provide career exploration and job experiences for students who would not receive them through other school programs	Careers II Course	Lectures	Career Enrollees	Excel Staff	School Year	Givens
		Career Counseling	"			
		Individual Counseling	"			
		Group Counseling	"			
		Educational Counseling	"			
		Job Shadowing	"			
		Internships	"			
		Work/Job Fairs	"			
		Employability Development Plan	"			
		Remediation/Motivational Support	"			
		Radio Broadcasts (History)	"			
		Parental Contact (Home Visits)	"			
		Job Placement	"			
Mobilize staff/faculty for Excel	Staff Orientation	Staff Assembly	Staff, Faculty, School Administration, Board of Education Members, Feeder School Staff/ Faculty/Administration	Excel Staff	August 29	McConley
		Staff Sign Pledges		East Staff	August 29-On-going	Excel Staff
		Staff Awards		East Staff	End of Year	Excel Staff
Mobilize parents (Parent awareness, Parent responsibility	Participation in Assemblies	9th Grade Orientation	9th Grade Parents	Excel Staff	August 22 & 25	Excel Staff
		Fall Convocation	All Parents	Rev. Jackson	October 20	
		Spring Convocation	All Parents	Excel Staff		Excel Staff
		Special Assemblies	Excel Parents	Consultants	As Needed	Excel Staff
	Program Participation	P.T.A.	Excel Parents	Excel/East Staff	To Be Designated	Excel Staff
		Ethnic Week	All Parents	Excel Population	February	Excel Staff
		Parent-Teacher Conferences	Excel Parents	Liaisons	4 per Year	Campbell/McCarther
		Grade Card Pickups	Excel Parents	Excel Parents	4 per Year	Excel Parents Excel Staff
		Area Church Programs	Excel Parents	Excel Population	On-going	Clergy
		Media Volunteer Program	Excel Parents	Excel Population	On-going	Excel Staff
		Voter Registration	Community	Excel Volunteers	Prior to Election	Excel Staff Deputies Voters
		Sign Pledges	Excel Parents	Excel Staff	October (On-going)	Excel Staff
		Parental Contacts	Excel Parents	Excel Parents	On-going	Excel Liaisons
	Committee Participation	Advisory Committee	Excel Parents	Excel Parents	As Needed	Excel Staff
		Committees as Needed	Excel Parents	Excel Parents	As Needed	Excel Staff
Using community resources in support of program (**Business/Labor) Community Organizations Social Organizations Media Educational Resources (City-wide of above)		Fund Raising	Excel Program	Excel Businesses	On-going	McConley
		Sign Pledges		Excel Businesses	On-going	McConley
		Public Relations		Community Resources	On-going	Excel Staff
		People Bank (Speakers Bureau)		Volunteers	On-going	Excel Staff
		Academic Olympics		Excel Staff	April	Excel Staff
		School Organizations		Excel/East Staff	On-going	Excel Staff
		Individual Counseling		Volunteers	On-going	Excel Staff
		Parental Contacts (Volunteers)		Volunteers	As Needed	Excel Staff
		Look at Academic Program		Consultants/Staff	On-going	Excel Staff
		Voter Registration		Excel Volunteers	Prior to Election	Excel Staff Deputies
		Grade Card Pickup		Excel Volunteers	4 per Year	Excel Staff
		School Programs		Excel Volunteers	As Needed	Excel Staff
Using Clerical community in support of program	Church Recognition of Excel	Excel Sundays	Community	Excel Clergy	Pre-Grade Card Pickup	Excel Staff
		Church Pledges		Excel Clergy	On-going	Excel Staff
	Provide Spiritual Leadership	Clergy Meetings Prior to Grade Card Pickup	Church Members of School Population	Excel Clergy	Pre-Grade Card Pickup	Excel Staff
		Identify School Population Portion of Congregation		Excel Clergy	On-going	Excel Staff
		Excel Sermon on Excel Sundays		Excel Clergy	Excel Sundays	Excel Staff

Businesses con:

1) Adopt a child
2) Adopt a school
3) Provide worksite visits
4) Provide summer jobs and job training
5) Provide internships with key management personnel and shadow them in their day-to-day activities to gain a fuller understanding of their daily routine
6) Provide scholarships and/or make financial contributions
7) Make presentations to students about advantages, successes, and background preparation necessary to achieve their level of success
8) Hire student(s) on a parttime basis teaching the necessary skills to move up the ladder should students choose not to attend college
9) Serve as consultants, advisory board members or contribute services and in-kind donations

from the Department of Labor to PUSH for Excellence, Inc., and $150,000 in state funds to the Kansas City branch of Operation PUSH.

LOS ANGELES

Overview

The Los Angeles program began in 1977-78, with $400,000 in funding from the Los Angeles Unified School District (LAUSD). During its first two years, the program developed a staffing and programmatic approach that served as a model for other sites. By fall of 1979, the program had lost LAUSD support and was in the midst of a major restructuring of its operations. For details of the events that led to the situation in the fall, we refer the reader to the site's case history, presented in the first evaluation report.

Implementation Strategy

The program's fall 1979 plan had two components: technical assistance to teachers in PUSH-EXCEL schools and community mobilization. The revised structural approach reflected the plan. In September, the staff included three technical consultants, six area coordinators, and a director. However, the fall activities were devoted largely to enlisting support for the program in the eight PUSH-EXCEL schools (Crenshaw, Dorsey, Fremont, Jefferson, Jordan, Locke, Los Angeles, and Washington High Schools) and the city at large. A PUSH-EXCEL club in each school was the only in-school program component.

In the spring, the program devoted all its resources to implementation of the Academic Olympics. This event was

held in May and involved extensive promotional activity including media coverage, school visits by "impact educators," parent meetings, and appeal to the community for funds. Eighty-two students, selected by teachers in the program schools, competed.

The 1980-81 School Year

Activities. This year, the program will concentrate its efforts in two schools, Crenshaw and Fremont. Selected activities will also be conducted in three other schools: Dorsey, Locke, and Jefferson. Jordan and Washington will serve as central schools for the program's internal evaluation, which is in the planning stage.

The sitewide focus is to be on establishing components in communications, research and evaluation, job training, parent mobilization, program marketing, and use of impact educators. Activities scheduled for the fall include: an assembly program at Crenshaw, Voter Registration rally and picnic, open house at the site office, two fundraisers, and a business luncheon. The Academic Olympics is the major activity planned for spring 1981.

The target schools are to have PUSH-EXCEL clubs. Also, demonstration reading programs are to be set up at Crenshaw and Fremont.

Staffing. The full-time staff includes a director, assistant director, assistant for personnel and finance, and six coordinators (one each for student, parent, impact educator, media, job development, and marketing activities). Staff turnover over the last two years has been limited to one position, media coordinator.

With $274,113 in state CETA funds, the program has hired 12 students who are to serve as part-time community aides. Their primary responsibility is to stimulate student involvement in program schools.

Funding. In addition to the CETA funds, the program will receive $132,000 from the Department of Education grant to PUSH for Excellence, Inc.

MEMPHIS

In March 1978, an "EXCEL Working Committee" was formed to stimulate interest in a PUSH-EXCEL program for Memphis. From the outset, the Committee emphasized the goal of mobilizing a broad base of community support. Seven groups were identified as critical to obtaining community support: parents, churches, professional organizations, athletes and entertainers, college-level institutions, businesses, and the media. Each group was the target of a campaign of letters, phone calls, meetings, and speeches, all of which were intended to solicit some tentative expression of support for PUSH-EXCEL. On 4 April 1978, a "Day to EXCEL" rally was held in an effort to obtain concrete commitments of specific assistance. By the end of April 1978, the Superintendent of Schools had publicly endorsed the program and target schools had been chosen. The EXCEL Planning Commission was created, and in May 1978, it began the work of designing a program.

The Rev. Jesse Jackson came to Memphis in August 1978 to address a student assembly, meet with the Superintendent of Schools, and speak with local leaders. This visit focused attention on EXCEL and sparked enthusiasm for the program. By the end of September, EXCEL teacher committees and local school councils had been organized and parent and student orientation sessions were being conducted.

Planning continued during the 1978-79 school year, in anticipation of a September 1979 start-up. The EXCEL Commission compiled a roster of objectives and activities. The National Office and local planners prepared a contract calling for a grant of $106,557 from EXCEL's National Office, $74,000 from the National Institute of Education, a $36,829 contribution of in-kind services from the school system, and a $13,000 matching contribution to be raised within the Memphis community.

The planned administrative structure allowed for a project director, four school site coordinators, and three clerical support personnel. These staff would be accountable to the National Director. Further administrative supervision was to be supplied by existing Memphis school personnel at the Superintendent, Assistant Superintendent and School Principal level. In addition, an evaluation component was to be instituted by the Memphis City School's Assistant Director of Research and Evaluation.

The Rev. Jackson visited Memphis again (in August 1979), and kick-off activities were conducted at the start of the 1979-80 school year. The program was to begin formal operations when the anticipated Board approval of the contract was obtained.

The program was not implemented. By October, plans for Memphis-EXCEL had become the subject of considerable debate by the Board, which raised questions about the terms of the contract and the program's success in other sites. The debate ended in early November, when the Superintendent withdrew the program proposal from further Board consideration. The EXCEL Commission deferred further efforts until

the National Office made a decision about an alternative to the proposed implementation plan. Local interest waned. The National Office made no public announcement concerning the status of Memphis, but when the proposed 1980-81 Federal budget was submitted, Memphis was not an item.

SUMMARY: THE STATUS OF IMPLEMENTATION

Some of the sites we have been tracking since the fall of 1979 are building systematically on last year's accomplishments; others are trying a completely new approach.

Chattanooga and Denver carry into their second year a roster of previous activities and plans for supplemental inputs. Mechanisms to provide monitoring and feedback are in place in Denver, and planned for implementation in Chattanooga. Both sites receive formal support from the school administration and have, through the advisory councils and staff, a continuing presence in each school component.

In its three years of operation, Kansas City has undergone several changes in administration and programmatic focus. The program's relationship to the schools has ranged from strong to tenuous. At the start of the current year, there are signs of stability: the same director that led a major reordering of priorities in the spring still occupies the position, and the staff is concentrating its efforts in the school that has made an explicit commitment to host the program.

Los Angeles is undergoing another shift in focus--its third in four years. Under the current plan, the program is

relying on student workers to generate student involvement. Planned activities are almost exclusively in a special events mode.

The school-based aspect of Chicago's program is in a holding pattern while recruiting takes place for a director and plans for the current year are made. There is a tentative agenda of sitewide activities.

Memphis decided not to proceed, and has no program planned for 1980-81.

2. Developments in the National Program

Since the interim report, significant changes have occurred in both the personnel and the plans of the National Office. The National Office has continued to experience major changes in staff. The National Director (Dr. Norman Johnson), hired in January 1980, returned to his academic post in August. His replacement, Dr. Elma Mardis, was formerly Chairperson of the Memphis EXCEL Commission and Director of Training in the National Office.

Other senior staff also departed during this period, and the plan for the National Staff was restructured. As of the beginning of the 1980-81 school year, recruiting was underway to fill the positions of Deputy Director for Site Operations, and an Assistant Director for Program Planning, Training, and Evaluation. Along with an Administrative Assistant already hired, these plus the National Director will constitute the staff of the National Office.

The plan for implementation has been revised as well. The changes were stimulated in part by the PUSH-EXCEL staff's own initiatives, in part by recommendations of the Federal sponsor (Department of Education), and in part by the first interim evaluation report.

The effect of these changes has been modification of the PUSH-EXCEL strategy. The nature of that strategy and the steps for implementing it have been spelled out much

more explicitly than ever before. The internal documents describing the substantive changes are an Implementation Guide (circulated to local directors in draft) and a primer (still in draft and unreleased).

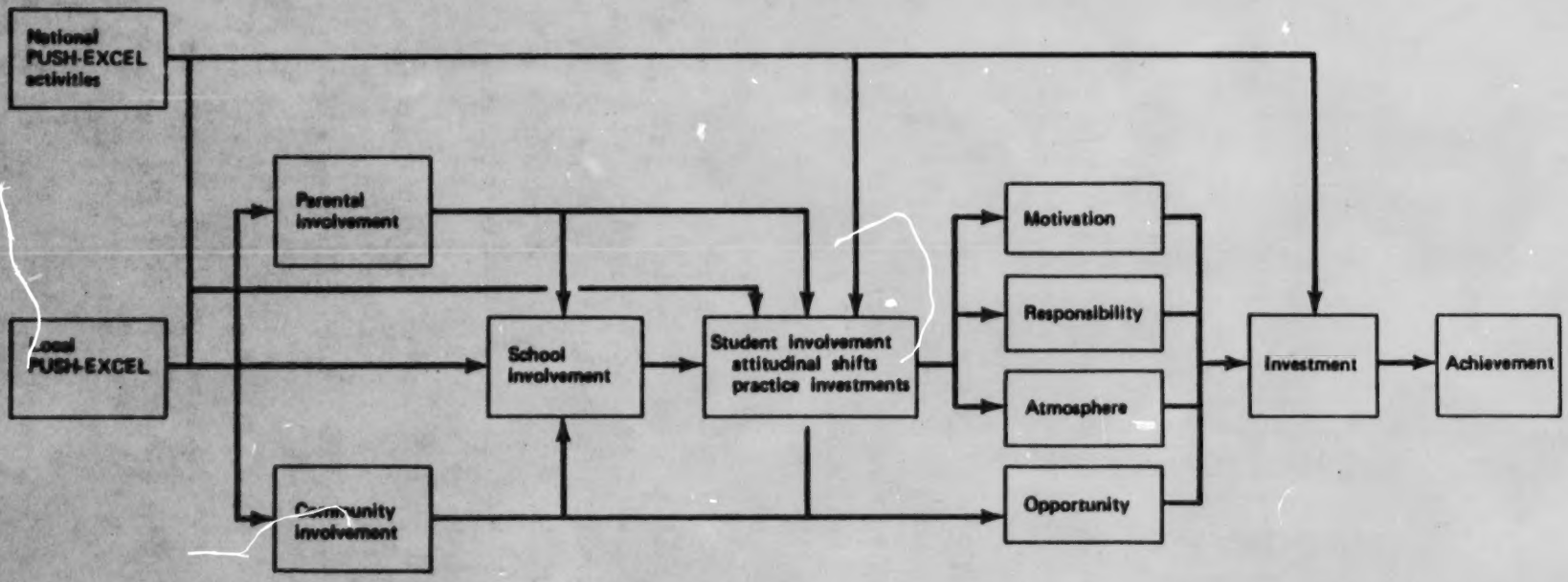
The following summarizes the nature of the strategic elaborations. We begin with a recapitulation of the original rationale. We describe the major changes. Then we turn to a discussion of where the current program stands in relationship to the new plan.

THE ORIGINAL RATIONALE

In the design for the evaluation, we depicted the basic rationale as shown in Figure 2.1. The logic presented in the diagram may be summarized as follows.

PUSH-EXCEL is both a set of national activities that constitutes a kind of "movement," and local programs. The national movement consists of the publicity for the PUSH-EXCEL rhetoric, and is focused especially on the promotional activities of the Rev. Jesse Jackson. The program part consists of city-specific and school-specific efforts to implement the rhetoric. The vehicle for implementation is four kinds of "involvement": involvement of the community, of parents, of school staff, and of the students themselves.

Involvement means different things for different actors. Community involvement might mean sponsorship of programs for youth, links between local institutions (e.g., churches) and the schools, or provision of employment opportunities by local businesses. Parental involvement can mean enforcement of study hours, picking up report cards and otherwise staying in touch with the school, or careful monitoring of their children's social and educational activity.



Note: Only the main lines are shown, to aid clarity. Note also that Opportunity is expected to be a predominately independent variable, which PUSH-EXCEL can affect only at the margins and over time.

FIGURE 2.1 Original Rationale for the PUSH-EXCEL Program

The primary intention of these types of involvement is to affect the students' involvement in efforts to excel. Specifically, the program immediately intends to affect students' attitudes and what were called in the original rationale "practice investments." In other words, students cannot be expected to immediately turn from one behavioral posture to another--cannot be expected to suddenly start excelling, just because someone has suggested they ought to. More modest changes in attitudes and behavior ought to occur first, facilitating three intermediate goals of the program: to increase the students' motivation to excel, to increase the sense of responsibility for their own actions and lives, and to improve the atmosphere for achieving in the school as a whole. The fourth intermediate goal of the program is to increase opportunity for students, but this is not something that the students can provide for themselves. Opportunity must be increased by collateral action by the community, as shown in the rationale.

The product of these efforts is supposed to be an increase in investment, or behaviors of the students whereby they commit their time and energy in pursuit of legitimate opportunities that will yield some future return. Note the important distinction between investment, or the effort to achieve, and achievement itself. Achievement measures such as improved grades, higher test scores, or more students sent to college are all products at the end of a long chain of events. The most useful measure of whether the program is succeeding is not whether achievement is occurring in the short run, but whether preconditions for achievement are being established.

This was the basic framework. We now turn to recent developments in converting the logic to a concrete program.

THE ELABORATED RATIONALE

In the new materials prepared by PUSH-EXCEL, the basics of the rationale, as shown in Figure 2.1, remain unchanged. Involvement is still the mechanism; the goals are still motivation, responsibility, atmosphere, and opportunity. Investment in the future (as a measure of striving for excellence) is still a behavioral objective. The elaboration by PUSH-EXCEL attempts to impose additional detail and structure on the methods for implementing the basic rationale. To do so, it broadly divides the implementation of the program into two phases: "transition" and "preinvestment."

Transition

The first phase is Transition, the period in which a school and its community--or selected target groups--are to become committed to building solutions through total involvement. During transition, a number of steps are to be taken by local programs.

- Potential program constituencies are to be identified, contacted, and engaged.
- Constituencies are to be oriented to the program via in-service workshops, media programs, and small group meetings. When orientation is complete, participants are to sign pledges.
- Priorities among school problems and needs are to be identified through structured needs assessments.
- Resources are to be sought from businesses, community groups, and funding sources.
- Organizations are to be formed, or existing organizations tapped for joint ventures.
- The program is to be publicized widely.

A new school program may have to include each of these steps. An existing program might need a transition phase for students just entering the school.

The term "transition" is used because, in the program's view, it represents more than acceptance of a program. Becoming committed is argued to represent a fundamental change in psychological stance for the students and communities that need PUSH-EXCEL. Moreover, making the transition from despair and low expectation takes time and intensive orientation, and making changes beyond transition--increases in student investments, improved academic performance--takes explicit, public commitment from all constituencies.

A transition is complete when certain observable conditions have been met; among them:

- Pledges have been signed voluntarily and with knowledge of what the pledge means.
- Principals and other school staff have agreed to host the program and become fully involved in its implementation.
- Parent and community support organizations are active and stable.

Preinvestment

A successful transition is to be followed by Phase II, Preinvestment. This phase, in two stages, is to pave the way for student investment.

Stage 1. This stage of preinvestment is designed to remove impediments to investment and achievement. The parent, student, and community members whose commitment was gained

in transition provides the cores of volunteers who will plan and conduct the activities or encourage others to get involved.

Stage 1 activities for student involvement will be to improve conditions that affect the general learning environment. These include poor attendance, disruptive classrooms, and low motivation to achieve.

The involvement of adults--the parents, community members, and teachers--is also to be directed at removal of barriers, but the specifics are to be varied according to each group's role vis-a-vis the students. For example, activities for parents might include workshops on creating a home environment that features a quiet place to study, regular study hours, and parental review of homework and the child's day-to-day activities in the school. Community members might be enlisted to provide opportunities for students: summer jobs, field trips, career training, and scholarships. Or the community might be tapped for resources such as facilities for after-school tutoring programs and awards for improved attendance or grades.

Because Stage 1 is to provide impact on the broad base of students in a school, the program refers to it as "generalized." Presumably, there will be benefits for everybody. Some students may be affected directly, through their own or their parents' participation in the program's activities. In other students, the impact will be indirect. They may simply perceive that the school is a better place than it used to be--that stricter discipline, heightened aspiration, and other improvements make it easier for all students to make the effort to excel.

Stage 2. When the general outcome of Stage 1 has been accomplished, a program is ready for the "focused" activities of Stage 2. The resources assembled, the opportunities created, and the commitments made in Stage 1 are to be coordinated in supportive networks for a specific group, the students who have communicated their interest in PUSH-EXCEL via the pledge.

The program is to prepare a profile of each pledged student's interests, academic performance, and future plans. The profile will then be matched against two inventories: the resources and opportunities generated by the program in transition and Stage 1, and the programs and activities that the school and community already have. The result will be a supportive network of church, school, community and parent resources, all linked to enable the student to invest. For example, a pledgee with poor reading skills may be in a tutoring program sponsored by his or her church, the parents will be enforcing study hours in the home, and a volunteer may be monitoring the student's progress at school and providing regular feedback to the parents. The expected outcome is an increase in students' efforts to achieve, and ultimately, in achievement itself.

The two-phase model sets up the broad strategies that are to get PUSH-EXCEL from one milestone to the next. It remains for the program to define specific activities and outcomes for each step.

THE MODEL AND THE PROGRAMS-IN-PLACE

We examined the types of activities conducted in the five demonstration sites and classified them according to phase and outcome. The results are shown in Table 2.1.

TABLE 2.1
PUSH-EXCEL Activities Classified Under the Two-Phase Model

TRANSITION							PREINVESTMENT, STAGE I							PREINVESTMENT, STAGE II						
	In - Place							In - Place							In - Place					
OUTCOMES SPECIFIED IN THE 2-PHASE MODEL	ACTIVITIES	Chet	Chgo	SITES Dnver	K.C.	L.A.	OUTCOMES SPECIFIED IN THE 2-PHASE MODEL	ACTIVITIES	Chet	Chgo	SITES Dnver	K.C.	L.A.	OUTCOMES SPECIFIED IN THE 2-PHASE MODEL	ACTIVITIES	Chet	Chgo	SITES Dnver	K.C.	L.A.
Pledges are signed	• Concession	X	X	X	X	X	SCHOOLWIDE:							INTERMEDIATE:						
Program commitments are screened to PUSH-EXCEL	• Teacher orientation sessions	X					Improved attendance	• Incentives			X			Pledged students increase investment behavior:	Counseling			X		
	• Home visits to pledged parents	X						• Attendance honor roll			X									
	• Teacher in-service			X				• Weekly attendance policy			X									
	• Community Stakeholders Meeting		X					• Attendance competition	X	X				Higher attendance						
	• Concerned parents and patrons				X			• Attendance program		X										
Program known widely in school and community	• Kick-off activities (e.g., convocation, business garden breakfast, parades)	X	X	X	X	X		• Critical attendance				X		Efforts to get part-time or summer jobs						
	• Parent PUSH-EXCEL parties	X					Attitudinal shifts (heightened aspirations for careers, expectancies for success)	• Special interest clubs	X		X			Electives chosen to maximize skills, options						
	• Media coverage	X	X	X	X	X		• Awards assemblies, luncheons	X	X	X	X								
Parent and community support groups organized	• Advisory boards and councils	X	X	X	X	X		• Career exploration project		X		X		Efforts to go to college or post-high school training programs						
	• Site-wide support groups							• Introduction to business enterprise opportunities program		X										
	Parent		X	X				• Career weeks, fairs, days	X		X			Efforts to obtain information regarding careers						
	Business			X				• Academic olympics		X		X	X							
	Clergy			X				• PUSH-EXCEL clubs		X	X		X	Efforts to increase social skills						
	• Support groups (other than advisory and planning boards) for individual schools							• Guest speakers, lecture series	X	X	X	X	X	Efforts to create opportunities for other students						
	Parent	X			X		Increased responsibility	• Voter registration	X	X	X	X		Efforts to improve personal appearance, health and hygiene						
	Community	X					Improved study skills	–												
	Business	X					Decreased disciplinary actions	–						Use of personal monetary resources for long-range goals						
Principal and faculty committed to program	• State of the school			X			Decreased pregnancies	• Reproductive health program/conference		X		X		LONG TERM: Achievement increases:	Tutoring		X		X	
	• Teacher in-service			X			Decreased drug abuse	• Alcohol awareness month			X			Higher grades						
	• Staff advisement board			X			Improved school atmosphere	• School beautification			X			Higher test scores						
	• Educational advisory committee				X			• Hall-of-fame basketball tournament		X										
	• Teachers for excellence council				X			• Special interest clubs	X		X									
Needs assessments are made	• School advisory or governance committees	X		X				• Assembly programs	X	X	X	X	X							
Resources are assembled	• Donations from local businesses and community groups	X	X	X	X	X	Heightened teacher expectancies for student performance	–												
							PARENT INVOLVEMENT INCREASES:													
							Home-school contacts increase	• Report card pick-ups	X	X	X	X	X							
								• PTA revival	X											
								• Follow-up of pledged parents	X		X									
							Parents support child's efforts to achieve	• Thursday night parent forum		X										
								• Parent workshop	X	X	X	X	X							
								• Parent sensitivity tours		X										
								• Teacher-parent conferences		X	X									
							SUPPORTIVE NETWORKS FORMED FOR PLEDGEES:	• Peer tutoring/counseling			X									
								• Buddy system			X									
							RESOURCES ARE ASSEMBLED: –													
							OPPORTUNITIES ARE CREATED:	• Jobs program		X										
								• Scholarships	X	X		X								
								• Congressional Page			X									

Of the two phases, Transition is the more complete in terms of the activity-outcome match. For each outcome, there is at least one site with an activity that could plausibly lead to the expected end. However, two gaps are conspicuous:

- No activities, beyond promotional events and distribution of program literature, have been implemented to orient students, parents, and community groups to the program.
- Mechanisms to gain the commitment of teachers and principals have not been developed. The one exception, the Principal's Annual State of the School Address, might be construed as an indicator of commitment, rather than a means to obtain it.

The majority of outcomes for Preinvestment, Stage 1, are associated with one or more activities. A handful, including incentives and special interest clubs, currently serve as the primary means to accomplish all the expected attitudinal changes and improvements in the school climate as well. No activities have discernable links to these outcomes: improved study skills, decreased disciplinary actions, heightened teacher expectations for student performance, and assembling of resources.[1] Preinvestment, Stage 2 outcomes--investment and achievement--are at the core of PUSH-EXCEL's aims. However, only two of the activities, counseling and tutoring, fit the model.

We also considered how the implementation strategies of the three sites discussed in this report fit within the new model. For example, creating reference groups, Chicago's strategy, might serve as one mechanism for producing the

[1] One Denver elementary school has an advisory council that actively sought, on its own initiative, community resources.

attitudinal shifts expected in Stage 1, Preinvestment. Chattanooga's whole school approach would be a means for accomplishing a range of school-wide outcomes such as attendance and improved study skills, and the site's neighborhood mobilization strategy could be used to build supportive networks for students.

Targeting pledged students and creating individualized supports for them is a Stage 2, Preinvestment mechanism. It is consistent with a component of Denver's current strategy. The incremental approach whereby outcomes in one phase or stage of the model serve as preconditions for the next sequence, mirrors Denver's strategy for developing and accomplishing its goals and objectives.

When all the activities and strategies in the demonstration are added up across all the sites, the fit is close between the model and PUSH-EXCEL as it stands now. But the individual sites are supplying selected inputs, and the majority of those are for transition. If the model is to be applied at the sites, National PUSH-EXCEL, the local programs, and the evaluation must alter their current plans. Our recommendations for doing this are the topic of the final chapter.

3. Early Outcomes: Awareness, Approval, and Engagement

The previous chapters described local implementation and the revised strategy the National Office has developed. The picture that emerged shows a program still shaping itself. The ambitions for impact on students outstrip the programmatic activities developed to achieve such impact, and mechanisms to involve the schools, the community, and the parents are rudimentary where they exist at all. The program did, however, expend substantial effort on the prerequisite steps of getting the attention, approval, and "engagement" of its constituencies. Many techniques were used: news releases, press conferences, staff appearances on local T.V. and radio stations, social events, handbills, and newsletters distributed throughout the community.

"Success" in this aspect of the program was defined by the program as achieving a high level of recognition of the existence of PUSH-EXCEL (awareness), a positive reaction to it (approval), and participation in its activities (engagement).

THE DATA

Our data are based on student, parent, and teacher interviews conducted at the seven "intensive" schools. A thumbnail sketch of each follows:

Chattanooga

- Alton Park Junior High School. Alton Park draws its enrollment of 512 students from a low-income, predominantly black neighborhood. Seventy-five percent of the students are black and 25 percent are white.

- Howard High School. Howard was the first--and until 1963--the only high school serving Chattanooga's black community. Since the 1970s, when the city's schools were integrated, Howard's enrollment has declined from over 2,000 to its current level of 590. The school is located in the same neighborhood as that of Alton Park, one of Howard's "feeder" schools.

- Riverside High School. Riverside was the city's second high school for black students. In 1963, it had over 1,000 students in contrast to the present enrollment of approximately 400. The school is 99 percent black, with 80 percent of its population coming from low-income families in the immediate neighborhood.

Chicago

- Manley High School. Manley is a predominantly black school located in Lawndale a low-income neighborhood spotted with deteriorating houses, vacant lots, and abandoned buildings. The school's enrollment is 1,721, and about 99 percent black.

Denver

- Cole Junior High School. Cole is located in northeast Denver, a stable, predominantly black, lower-income community. Nearly half of Cole's 767 students are from the immediate community. Fifty-two percent of the students are white and come from upper-middle income homes located in extreme southeast Denver. The remainder of the student population is 38 percent black, 8 percent Spanish surnamed, and one percent Oriental.

- East High School. East students live in five diverse neighborhoods, including southeast Denver, a white upper middle-class community whose students participate in mandated bussing. Student enrollment in the fall was 1,564; the racial breakdowns were 53 percent white, 35 percent black, and 10 percent Chicano, with the remaining 2 percent Oriental and Native American.

- Manual High School. Manual's enrollment of nearly 1,100 students comes from the Five Points area, a low-to-middle income black community. White students are bussed from an affluent neighborhood in central eastern Denver. The racial breakdown of students is: 55 percent white, 37 percent black, and 8 percent Chicano and other.

In each school, we interviewed teachers, students, and parents. The sample sizes are shown in Table 3.1. The procedures for sample selections are described in the Appendix.

TABLE 3.1
Interview Sample Sizes

	Students	Teachers	Parents
Chattanooga			
Alton Park Jr. H.S.	45	22	12
Howard Park H.S.	85	48	15
Riverside H.S.	20	–[a]	15
Chicago			
Manley H.S.	72	–[b]	15
Denver			
Cole Jr. H.S.	88	38	13
East H.S.	109	53	14
Manual H.S.	77	33	13
TOTAL	496	194	97

[a] Interviews still in progress when data were being analyzed.

[b] Interviews are in progress.

We take up each outcome in turn.

AWARENESS

We asked students and teachers "What do you know about the PUSH-EXCEL program in this school?" The corresponding item on the parent interview schedule was "What do you know about the PUSH-EXCEL program?" The answers fall into three categories: no knowledge of the program goals or content; general notions about the program (e.g., awareness of what the program is for, the role of the Rev. Jackson); and highly specific knowledge (e.g., about school activities, the history, or roles of various actors).

The Students

For this group, the distributions were:

	Percentages		
	No Knowledge	General Notion	Highly specific Knowledge
Chattanooga			
Alton Park (n=45)	17	27	56
Howard (n=84)[a]	25	56	19
Riverside (n=20)	10	60	30
Chicago			
Manley (n=70)[b]	66	31	3
Denver			
Cole (n=85)[b]	45	51	5
East (n=109)	30	57	13
Manual (n=76)[a]	21	67	12

[a]Data are missing for one student.

[b]Data are missing for two students.

In terms of specific, detailed knowledge, only two of the seven schools (Alton Park and Riverside) had large percentages of students who were well informed about the program. Typical responses in this category were the following:

> PUSH-EXCEL has helped me a lot. It has designed many classes which meet on Wednesday. Established hall monitors to check that kids are in class, to see that kids aren't smoking in the restrooms.
>
> Parent Report Card Pickup, Coke parties, attendance competition, and trophy help keep kids interested in coming to school.

A sizable percentage of students in each school had a "general notion" of the program. This group spoke of PUSH-EXCEL as a program to motivate kids. In the words of one student

> It's trying to make the students more anxious to go to school and learn.

When the two categories are added, more than half of the students knew something about the program in all the schools but one (Manley High in Chicago).

The large differences in distribution are striking. A candidate explanation is school size. When the enrollment size is ranked and compared to the ranks for "knowledge of program," the inverse relationship stands out:

	(no. of students)	Enrollment (rank)	Knowledge of program (rank)
Chattanooga			
Alton Park	512	6	2
Howard	590	5	4
Riverside	401	7	1
Chicago			
Manley	1,721	1	7
Denver			
Cole	747	4	6
East	1,564	2	5
Manual	1,084	3	3

But size of enrollment is confounded with the city-wide program--the smallest schools were in Chattanooga, the largest in Chicago. Statistical analysis reveals that, when the between-city effects were taken into account, the size of enrollment was no longer a significant factor.[1] Specifically, the Chattanooga program produced substantially higher awareness than did the other two cities.

---

[1] A regression analysis was conducted in which the trichotomous dependent variable was "knowledge of program" (none=1, general=2, specific 3). "City-wide program" was a dummy-coded set of independent variables, with Chattanooga as the reference group. "Size" was the number of students enrolled in the school. The results were:

Variables	B	F	p≤
Chicago	-.80	22.23	.01
Denver	-.33	9.93	.01
Size	.00	.08	NS

The city program variables taken as a set were statistically significant in explaining knowledge of program; size of school was not.

The Teachers

Among teachers, simple recognition was high. All but two teachers knew something about the program. The majority of responses fell into the "general notion" category:

	(Percentages of responses)		
	No Knowledge	General Notion	Specific Knowledge
Chattanooga			
Alton Park (n=12)	0	75	25
Howard (n=15)	0	73	27
Riverside (n=15)	7	67	27
Chicago			
Manley (n=15)	7	80	13
Denver			
Cole (n=13)	0	92	8
East (n=13)[a]	0	64	29
Manual (n=13)	0	100	0

[a]One teacher declined to respond to the question.

The teachers described PUSH-EXCEL either in general terms ("It originated in Chicago and is headed by Jesse Jackson. The community, school, and parents are all involved to help the students"), or in relation to site-specific goals. In Chattanooga, for example, teachers cited improved attendance as a program objective, as the following illustrate:

> I think the objectives that they are trying to present here are to motivate the students, to encourage school attendance, to excel in academic as well as athletic programs and to attend their classes on a regular basis.

It's here to help students with attendance. It's interested in helping students, getting more parent interest.

The responses of Denver teachers clustered around improvements in student academic performance and attitudes:

Its function is to get the students to understand that they are capable of doing things, that things are available to them. The positiveness that Jackson gets going is something the students need; that they are somebody. Its basic awareness, dealing with feelings and yourself.

It's generally to encourage kids to excel in academic work in order to take advantage of opportunities; to improve the climate of the school--discipline, attitudes towards themselves and others.

The Parents

The distribution of responses was as follows:

(Percentages of responses)

	No Knowledge	General Notion	Specific Knowledge
Chattanooga			
Alton Park (n=22)	68	32	0
Howard (n=48)	73	25	2
Riv[illegible][a]	--	--	--
Chicago			
Manley[a]	--	--	--
Denver			
Cole (n=38)	42	53	5
East (n=52)[b]	46	48	6
Manual (n=32)[c]	38	56	6

[a]Interviews are still in progress at these schools.
[b]One parent in the sample was a mother of twins. She was asked only one set of questions about the program.
[c]Data were missing for one respondent.

The majority of parents in two of the schools had some notion of at least one aspect of the program. An illustrative comment is as follows:

> [It's to] encourage kids to stay in school, avoid bad influences.

The apparent lack of awareness on the part of many Chattanooga parents was striking in that student awareness was so high. Further examination of the parent responses coded "no knowledge" indicated that Chattanooga parents cited activity types associated with the program (e.g., a meeting) rather than exact activity names (e.g. Parent Teacher Concern Organization). Responses also reflected a vague notion that the program was to help students:

> They try to help the children at school.

In contrast, Denver parent responses codes as "no knowledge" showed little more than an awareness that the program existed:

> My son told me about it. It seemed pretty vague when he told me.
>
> I know that it exists. I read the letter from AIR.

In both sites, some parents implied that their lack of knowledge was the result of a communications problem:

> Really I don't know anything about the PUSH other than what I heard this man talking about it the last community meeting. Some of the stuff he was talking about I really don't understand. He tried to tell me something about this school.
>
> After we received the letter [from AIR] we went to the counselor to find out what the program was about. She was very vague, did not know the "1," "2", "3" steps.

Summary

Students. In two schools (Alton Park and Riverside, both in Chattanooga), the program was almost universally known, and "success" seems a reasonable descriptor of the status on this aspect. In one school (Manley, in Chicago), it seems equally clear that PUSH-EXCEL cannot reasonably be termed a school-wide program. Only a third of the students are even aware it exists.

Teachers. The Chattanooga schools and East High School in Denver stand out, with between 25 and 29 percent of the teachers having detailed knowledge of the program. In all of the schools, simple recognition was nearly universal.

Parents. PUSH-EXCEL in its pure form is supposed to rely heavily on parental actions (e.g., enforcing study hours, picking up report cards). Nowhere has the program started to achieve the level of parental awareness that will be a precondition for these efforts. In five of the six schools for which parent interviews have been completed, no parent had specific knowledge of the program, despite the large proportions who had heard of the program.

APPROVAL

The second indicator of success in getting attention is that target groups perceive the program positively. To tap affective reactions to PUSH-EXCEL, we asked "What do you think of the program so far?" and recorded the narrative answers. The answers were coded in the categories of "favorable," "unfavorable," "ambivalent," "no opinion," or "no knowledge of the program."

Students who knew about the program were generally positive about it as well. The results were as follows:

(Percentages of responses)

	Favorable	Unfavorable	Ambivalent	No Opinion	No Knowledge[a]
Chattanooga					
Alton Park (n=45)	82	0	0	0	18
Howard (n=84)	70	0	4	1	25
Riverside (n=20)	70	0	15	5	10
Chicago					
Manley (n=69)	28	0	3	1	68
Denver					
Cole (n=79)	34	3	1	13	49
East (n=105)	50	2	10	9	31
Manual (n=74)	37	7	27	8	22

[a]Opinion data are missing for 14 students; hence the percentages of students with no knowledge differ slightly from those presented in the table on p. 53.

When the students with no knowledge of the program are excluded from the calculation, the great majority of the responses were favorable:

Alton Park	100%
Howard	94%
Riverside	78%
Manley	86%
Cole	68%
East	71%
Manual	47%

In only one school (Manual) did the favorable responses constitute less than two-thirds of the total. But the interpretation of the numbers must be tempered by the nature of the responses. Most were laconic:

> It's good.
>
> Great.
>
> I like it.
>
> I think it's cool.

These may have been indicative of students who really liked the program but did not want to talk to the interviewer, or they may have been pro forma responses to get the question over with. Probing seldom succeeded in eliciting more detailed statements of why students like the program.

The Teachers

Teacher responses were distributed as follows:

(Percentages of responses)

	Unfavorable	Favorable	Ambivalent	No Opinion
Chattanooga				
Alton Park (n=12)	25	33	42	0
Howard (n=15)	0	87	8	7
Riverside (n=15)	7	60	33	0
Chicago				
Manley (n=15)	20	47	20	13
Denver				
Cole (n=13)	23	39	39	0
East (n=13)	23	39	23	15
Manual (n=13)	15	39	39	8

The majority of teachers in two schools, Howard and Riverside, gave favorable responses. In the remaining schools, positive responses were exceeded by the ambivalent and negative reactions.

Examples of "favorable" responses from teachers were:

> A good program. It's made great strides. A new program--will improve in future years. You can't do it all in one year.
>
> The program has exposed parents and community to its program. It has had positive input--attendance has improved as a result of it.
>
> Its worked well for some who've gotten in. Good follow-up.
>
> I think PUSH-EXCEL is serving its purpose. We've been doing these things individually. PUSH-EXCEL pulls our individual efforts together.

Examples of the problems that other teachers discussed were:

> I think there are problems. Reverse racism: some students thought it was just for blacks. Jesse Jackson-the leader-charismatic--has to be played down. Stress the message.
>
> I wouldn't give the program a high rating. Some of the teachers have had to take on extra duties that maybe PUSH-EXCEL staff should have taken.
>
> The program is sort of disorganized. People have desire and interest but do not have training.

Few consistent patterns emerged, among either the supporters or critics. The inventory of responses spanned all aspects of the program: operations, program content, staff functions, program outreach to students, educators, and parents, the role of Jesse Jackson.

The mixed reactions generally expressed the dual thought that the concept behind PUSH-EXCEL was good, but there was little substance to the program:

> I like the ideals. I've seen some concrete things. Beyond this I don't see any pervasive attitude change. They make the charts out for actually changing their [students] behavior--it doesn't happen. I think sometimes that their assembly programs are too sermonized--like a preacher preaching. Is there not something we could do--another approach to making change? Can't just tell people to change--have to show them a change.
>
> I have mixed feelings. I don't see that many changes in individuals. I don't think we'll have startling results. I believe the efforts are worthwhile.
>
> In terms of putting into reality what is aspired--there is a big gap. Organization, planning--I think we need more professional administrative organization. We need some informed guidance in putting this stuff into practice--this is one of the biggest gaps in the program. More realistic planning is needed. There's a haphazard setting of goals. Need to precisely plan--generate goals from within kids and not from outside. Instead of bullshit, we need more communication in this planning effort. On the plus side it is working. Has generated excitement in the kids--takes a while. The kids are interested and want to get involved in these things. Is bringing things back into school. It has begun to round our approach to the child--allowing child to be involved in these things other than academic things.

The teacher responses, in contrast to those of students and parents, were often detailed and articulate. They typically agreed on the merits of the concept. but expressed widespread reservations about the progress in implementing it.

The Parents

The distribution of parent responses was as follows:

(Percentages of responses)

	Favorable	Unfavorable	Ambivalent	Don't Know or No Knowledge
Chattanooga				
Alton Park (n=22)	59	9	0	32
Howard (n=48)	37	0	4	58
Denver				
Cole (n=38)	8	8	16	68
Manual (n=33)	15	0	9	76
East (n=53)	21	8	8	64

As indicated by the high percentages of "don't know" responses, the majority of parents had not formed a judgment on the program. Alton Park was the exception; a sizable percentage gave a positive response. Among the remaining schools, the majority of parents commented favorably on the program. At Cole, however, the percentage of ambivalent parents was twice as high as the percentge for parents who made favorable or unfavorable comments.

Praise for the program was phrased in general terms:

> So far I think it's good.
>
> I think it's wonderful. It's too bad it hadn't been started for a long time. Too bad because a number of kids and adults came to the kick-off rally. It put something in the kids' minds. Some will take heed.
>
> I think it's a good idea.

The parents whose reactions were ambivalent thought PUSH-EXCEL was a good idea; however, they perceived a discrepancy between the concept and its implementation:

> Initially we thought it sounded very good but it certainly has not been put into operation. I don't know what has caused the gap...we never heard anything about it. It never seemed to get off the ground.

or one between expectation and involvement:

> I expected a lot more 1-to-1 program. Students don't really know what the program was. My son belonged to [activities] last year. It wasn't labeled PUSH-EXCEL.

> The program at the elementary level was far better than high school. There was not the excitement at the high school level. The elementary child was really excited. I believe the program should be in the elementary grades.

> I heard Jackson. I was very impressed with his message. The goal was to involve parents at [parent activity]. The hands were raised but I did not see any blacks at [activity]. I don't believe it was a success.

The parent data may read as evidence that the program is favorably received when parents feel that they can make a judgment at all--but that the approval tends to be about the idea, not the program itself, and is confined to the minority of parents who were able to make a judgment.

Summary

Among parents and students, PUSH-EXCEL goes into the fall of 1980 school year with continued verbal support.

Among both populations, the "approval" ratings are high. The support is also diffuse, however. We found no evidence that students or parents are ready to take a proactive role in keeping a PUSH-EXCEL program functioning.

Among teachers, the most plausible prediction is that PUSH-EXCEL will have ample support wherever it mounts a program with substance to it, and will find widespread disenchantment wherever it does not. The responses indicated underlying support for the PUSH-EXCEL concept, but impatience with performance.

ENGAGEMENT

This section discusses the extent to which the program produced active support in the form of participation in PUSH-EXCEL activities. We present data only on parent and student participation: There were fewer than a handful of discrete teacher invovlvement activities, although nearly all of the teachers that were interviewed responded that they had accompanied their classes to schoolwide events or remained at school during report card pickups.

We consider the findings for each site in turn.

Chattanooga

Student involvement. As shown in Table 3.2, participation was low in activities other than pledge signing, which took place during the program's kickoff, and the schoolwide events. The low level of involvement often reflects the special interest nature of the activities.

TABLE 3.2
Student Participation in Chattanooga PUSH-EXCEL Activities: 1979–1980

School	Activity	Level of Participation
Alton Park Jr. H.S.	Pledges	148
	Weekly activity period	Schoolwide
	Awards/Motivational Assemblies	Schoolwide
(Enrollment: 512)	School Hall Monitors	50
	Media Committee	10 (as of 13 Dec. 1979)
	Homeroom Attendance Competition	Schoolwide
	PUSH-EXCEL Choir	35
	PUSH-EXCEL Club	No data
Howard H.S.	Pledges	239
	Homeroom Attendance Competition	Schoolwide
(Enrollment: 590)	Voter Registration	120
	Media Committee	13 (as of 13 Dec. 1979)
	Parent Student Concern Organization	No data
Riverside H.S.	PUSH-EXCEL Basketball Team	18
	Media Committee	8
	Homeroom Competition	Schoolwide
(Enrollment: 401)	Awards/Motivational Assemblies	Schoolwide
	Pledges	35
	Voter Registration	85

Riverside's tutoring program is of interest because it attracted so few students. In fact, the program was not implemented; only one meeting was held. In two other schools not in the sample (Orchard Knob and Kirkman), the tutoring programs showed similarly low participation levels.

Students in the 10th grade sample reported participation in activities after the initial start-up efforts, as follows:

Percentages of students reporting participating in activities other than pledge and convocation

	No Activities	1 Activity	2 or More Activities
Alton Park (n=45)	7	29	64
Howard (n=85)	29	32	39
Riverside (n=20)	30	45	25

The highest rate of participation was at Alton Park, although the majority of students at each of the schools indicated that they took part in at least one activity.

A minority of students reported no participation, even though all the schools had schoolwide activities. Students in these groups apparently did not attend the activities, or did not distinguish these activities from similar, nonprogram activities in the school.

Parent involvement. Table 3.3 shows the participation data for the three Chattanooga schools. Turnout for the first pickup was highest at Alton Park and Howard, where parents obtained over half of the cards. At the second pickup,[1] the number declined markedly for Howard. The

[1] The schools were closed on the announced pick-up dates due to inclement weather conditions.

TABLE 3.3
Parent Participation in Chattanooga PUSH-EXCEL Activities: 1979–1980

School	Activity	Level of Participation
Alton Park Jr. H.S.	Report Card Pickup 1	375 cards picked up
	Report Card Pickup 2	265 cards picked up
(Enrollment: 512)	Report Card Pickup 3	275 cards picked up
	P.T.A.	23-42
	Pledges	255
Howard H.S.	Report Card Pickup 1	335 cards picked up
	Report Card Pickup 2	91 cards picked up
(Enrollment: 590)	Report Card Pickup 3	205 cards picked up
	Pledges	121
	Parent Student Concern Organization	No data
Riverside H.S.	Report Card Pickup 1	80 cards picked up
	Report Card Pickup 2	101 cards picked up
(Enrollment: 401)	Report Card Pickup 3	120 cards picked up
	Pledges	80
	Parade and Parents Rally (Kickoff)	Est. 600
	PUSH-EXCEL Parties	Average 5/party; no data on number of parties

number of Alton Park parents that obtained cards also decreased, although the majority of cards was picked up. At Riverside, participation increased over the three events. And, at Alton Park and Howard, it increased from the second to the third pickups.

Alton Park had the highest pledge rate (50% of the enrollment). The percentages for the other schools were roughly equal; pledges were obtained for one-fifth of the enrollment. Participation in other activities (including the parade at Riverside) was limited to a small number of parents at each school.

Chicago

Student involvement. Table 3.4 shows the participation rates for program activities at Manley. The highest participation was in assembly programs, such as the Reproductive Health Assemblies and the Melba Moore lecture. The low levels shown for the remaining activities reflect the highly selective emphasis of the program: Small groups were recruited for participation in off-campus activities, or students who have achieved in some way were honored at a special event.

According to the school principal, the majority of the regular participants are juniors and seniors. The lack of underclass involvement was evident in the 10th grade interview sample; 69 percent reported no participation in program activities.

TABLE 3.4
Student Participation in PUSH-EXCEL Activities: Manley High School, Chicago

(Enrollment=1721)

Activity	Number of Participation
Student pledges	No data
Parent pledges	No data
John Hope Franklin Club [a]	27
Andrew Young Day	65
PUSH-EXCEL Student Board [a]	13
Assembly Lecture (Melba Moore, Speaker)	425
Round Table Discussion	150
Open House	20
Voter Registration	200
Academic Olympics	200 attended
Athletics Award Banquet	No data
National Honor Society Induction	8
Reproductive Health Assemblies	350
Manley Day at PUSH-EXCEL	110
CEP Class, interview and filming [a]	18
Sitewide	
Student Convocation	270
PUSH-EXCEL Student Congress	3-6
Teen Conference	3
Einstein Lecture Series	5
Einstein Series Luncheon	5
John McLendon Hall of Fame Tournament	Approximately 500
PUSH-EXCEL Youth Political Convention	75
Reproductive Health Teen Conference	70
Southern College Tour	8

[a]Ongoing activities

Parent involvement. As shown below, the level of parent participation was highest for the parent orientation activity. Attendance at other events was limited to 15 or fewer parents.

Parent Participation in Manley PUSH-EXCEL Activities: 1979-80

Activity	Level of Participation
Round Table Discussion	7
Pledges	No data
Open House	15
Parent Orientation (Parent Night) and Basketball	27
Report Card Pickup	No data
Sitewide:	
Parent Sensitivity Tours	5

Denver

Student involvement. Participation rates for the three Denver schools are shown in Table 3.5. The greatest overall participation was at Cole, where the program has a schoolwide emphasis similar to that used by the Chattanooga program.

Participation at East was selective: The schoolwide, special events drew up to 21 percent of the school's enrollment, but other events drew fewer than two percent. The teacher-advisor held individual counseling sessions with over two-thirds (250) of the pledged students. The lowest overall participation was at Manual.

Among 8th and 10th grade students interviewed, participation in activities other than the pledge and rally was highest at Cole (30%) and lowest at Manual (14%). The rate at East was 19 percent.

TABLE 3.5
Student Participation in Denver PUSH-EXCEL Activities: 1979–80

Schools	Activity	Level of Participation
Cole Jr. H.S.	Pledges	393
	After-school clubs	320
(Enrollment: 767)	Cole Buddy System (CBS)	30 selected from 125 who volunteered
	"Name Me" newsletter contest	3
	Brotherhood Poster Contest	3
	Tickets to Denver Nuggets basketball games	100 distributed; no data on number of students that attended
	Career Day	Schoolwide
	75 speakers from the business, medical, educational and industrial community	
	Great Speaker Series	
	Snake handler from the Museum of Natural History	350
	11 representatives from the mining and energy industry	200
	Alcohol Awareness week	No data
East H.S.	Pledges	337
	Group counseling	42 (as of March 1980)
(Enrollment: 1564)	Student tutor/counselors	24 (120 students tutored)
	Individual counseling	250 of 337 pledgees
	PUSH-EXCEL Effective Positive Peers (PEEPP Club)	14
	"Name Me" newsletter contest	8
	Brotherhood Poster Contest	8
	Senior Voter Registration	100 of 280 eligibles
	School Beautification	250
	Guardian Angel Breakfast	25
	Awards Assembly	50-75
	National Honor Society Banquet	50
	Guest Speaker Series	
	Metro-State College representative	22
	Seven law enforcement agency representatives	100
	Fifties dance	200
	Information Booth	15-30 per week
	Weekly Attendance Policy	52 out of 288 PUSH-EXCEL pledgees (during week of 3-7 March)
	Census Drive	500 information packages distributed

TABLE 3.5
Student Participation in Denver PUSH-EXCEL Activities: 1979–80 (Cont.)

Schools	Activity	Level of Participation
East H.S. (cont.)	Alcoholism Awareness Month Seminar	26 at one of five sessions
	PEEPP Roster	No data
	Congressional Page	3
	Love Run	25
	PUSH-EXCEL Chili Dog Booth at Springfest	No data
Manual H.S.	Pledges	241
	Group counseling	No data on contacts; grades and attendance tracked for all pledgees
(Enrollment: 1100)	Voter registration	101 of 195 eligibles
	Guest Speakers	
	Hon. Regis Groff, Colorado State Senator	80 seniors
	Haven Moses	60
	Mayor Odell Barry	70 pledged students
	Personal Responsibility for Excellence in Programs (PREP) Seminar/Peer Tutoring	12
	"Name Me" newsletter contest	5
	Progress reports	No data
	PUSH-EXCEL buttons	No data
	Attendance honor roll and Principal's honor roll	Approximately 200
	Congressional Page	5

Parent involvement. As shown in Table 3.6, parent participation was high in the special events sponsored by the program: the kick-off rally, parent-teacher conferences, and report card pickup. In comparison, the number of parents who pledged or participated in other activities was extremely low.

Summary

The data on engagement indicate that the program's efforts to involve target groups in frequently recurring activities met with limited success. Parents and students alike participated in greatest numbers in the highly visible, schoolwide events: assemblies, pledges, report card pickups, and extracurricular activities such as Cole's after-school clubs and Alton Park's in-school activity period. Such activities either demanded little time and effort on the participant's part (e.g., the pledge), had a compelling incentive (report cards could be obtained only by the parents personal appearance at the school), or involved a break from regular classes (assemblies). The after-school clubs at Cole are an exception. These demand extra teacher efforts (each club had a sponsor, usually a teacher) and extra student efforts (e.g., staying after school was over).

TABLE 3.6
Parent Participation in Denver PUSH-EXCEL Activities: 1979–1980

Component	Activity	Level of Participation
Sitewide	Parent rally (kick-off)	800-1000
	Parent Task Force Meetings (April and May)	4 to 25 / meeting
Cole Jr. H.S.	Parent pledges	36
	Parent Teacher Conferences	250
	Back to school night	No data
(Enrollment: 767)	After school club sponsors	1
	Career Day	25
East H.S.	Parent contacts by teacher advisors	5 parent conferences 50 mail contacts 11 phone contacts
(Enrollment: 1564)	Parent pledges	48
	Program Preview Night	5 parents spoke with teacher-advisor about PUSH-EXCEL
Manual H.S.	Parent pledges	46
	Parent report card pick-up	464
(Enrollment: 1100)	Parent volunteers	No data

4. Findings and Implications

In terms of the evaluation's ultimate mandate--to determine what works and what does not, and why--the evaluation of the PUSH-EXCEL program as of the summer of 1980 is in a holding pattern. The data for making those judgments do not exist, because the 1979-80 school year did not provide a test of the PUSH-EXCEL concept. More precisely, PUSH-EXCEL in 1979-80 did not constitute a "program" as that term is usually meant. Rather, PUSH-EXCEL was still predominantly a movement, inspired by the presentations of the Rev. Jesse Jackson. In doing the things that movements do--in building support for new ideals and goals--this movement has been highly successful. It has energized spontaneous local action in many communities that have had no direct contact with the PUSH-EXCEL organization nor outside funding.

In six sites, a more formal, programmatic effort began. As the 1979-80 school year went on, these sites began to conduct new kinds of activities. But these ad hoc, episodic steps did not add up to a program. As we put it in the first technical report:

> None of the six sites we are following can be said to have approached anything approximating a settled program....Program development and administration have been undertaken in fits and starts, or not at all. As this report has indicated, these program functions have lagged so far behind that PUSH-EXCEL is in danger of becoming not a movement and a program, but only a movement.

During this same period, the national organizaton was also in a state of flux. PUSH-EXCEL went through two directors and numberous other alterations in senior staff during the course of the year. As the faces changed, so did the ideas, plans, and priorities of the program.

In part, the administrative problems were of the kind that characterize most demonstration programs. In part, they also had an organizational basis. In taking on the PUSH-EXCEL program, Operation PUSH, the Rev. Jackson's parent organization, was taking on a new type of activity. Operation PUSH had an extensive history of undertaking complex organizational tasks, but they were predominantly ones involving political action and mobilization of public support. The skills and techniques for administering these activities did not prove easily transferable to the ones required to administer a demonstration program.

By the spring of 1980, the situation was starting to solidify. Chattanooga and Denver in particular were putting together activities that were based on an increasingly explicit strategy for accomplishing the stated goals. In March, the National Office began a sustained effort to design and mount an effective program for the 1980-81 school year. This effort had yielded some products--drafts of a "Primer" and an "Implementation Guide" that, for the first time in PUSH-EXCEL's history, spell out in substantial detail what is supposed to be and how it is to be carried out.

These initiatives do not change--could not change--the nature of the program during the 1979-80 school year. Our comments in March apply equally to the program in April and May. There was not time for PUSH-EXCEL to make significant changes before the end of the 1979-80 school year.

The nature of the recommendations we can make in this report are limited. MOst are self-evident, reiterating themes presented in the first technical report and involving the kinds of organizational steps that PUSH-EXCEL has already put in motion. The proof of the effectiveness of those steps will emerge as the 1980-81 school year progresses.

Two new topics do present themselves at this point. First, the development of the National Office's Implementation Guide does suggest some specific guidelines. They are presented below. Second, the course of the program to date forces some decisions about how to pursue the evaluation. Our views on this topic conclude the report.

IMPLEMENTING THE REVISED PLAN

The Sites

Conduct orientation for PUSH-EXCEL staff and key actors at the site. The purposes of this first step are to present the new plan and the efforts it will require, and to establish roles and tasks for those to be involved in setting it in motion at the site.

Determine where the program stands in relation to the revised plan. This action might be a cooperative effort involving a member of the national staff, the local PUSH-EXCEL staff, and the principal or other members of the school advisory committees. The National Office has already devised a series of checklists that could be applied to determine what is already in place. The resulting profile would be fed into the following step.

Develop a local strategy and schedule for implementation. The local PUSH-EXCEL and the school district coordinator could take the lead on this task. It involves the development of a detailed plan of discrete activities, a time table for accomplishment, and a mechanism for continuous monitoring and planning.

The National Office

The steps discussed above included a role for the national staff in a site's planning efforts. But there are actions that national can take independently of the sites. The recommended ones are the following:

Develop a detailed guide for implementing the 2-stage model. This would be a highly specific, week-by-week schedule of activities, starting at day 1 of the Transition phase. Expected outcomes would be linked to each activity along with the material, staff, and voluntary resources needed to conduct the activity. This guide could be circulated to sites adopting the revised plan for use in planning or implementation.

Test the model in a single school. For the established demonstration sites, a clean-test of the new plan is not feasible; they will be fitting the plan into their ongoing program. But there are some possibilities for testing the new plan more systematically. Buffalo is to begin a program in the fall. Kansas City has decided to develop a program in only one of the three schools it had in the program last year. Program development at that school has been limited--operations to date have focused on building community and school support, assessing school needs, and stimulating interest among the students. Starting from scratch would not mean lost ground.

Revitalize the PUSH-EXCEL Institute. The Institute was created during the 1979-80 school year to serve as the primary vehicle for program development. The idea had much to recommend it, but the Institute has yet to become fully operational. We suggest that the Institute be staffed to perform the functions originally planned; provide ongoing elaboration of the concepts behind PUSH-EXCEL, devise activities that are linked to program goals and objectives, and conduct training for PUSH-EXCEL staff.

ALTERNATIVES FOR THE EVALUATION

The progress that PUSH-EXCEL has made toward developing a concrete, integrated plan for implementing the program leaves it in a position to mount an effective program. At the same time, the remaining problems are formidable. Several "ifs" are involved.

The "ifs" have to do with the ability of national PUSH-EXCEL to set the implementation of the revised plan in motion and then to monitor the performance of the individual sites. They have to do with the ability of the local sites to obtain adequate cooperation from the school systems, to define and structure staff responsibilities, then to hire the right kind of staff, and finally to orchestrate a complex set of activities. These are not trivial feats. On the contrary, they are quite difficult.

This leaves NIE with a choice to make about the evaluation. If the program in 1980-81 bears a reasonable resemblance to the current plan, then the resources planned for the evaluation make sense. Much can be learned during the school year that has just gotten underway. But if this is

another developmental year in which the program is only partly implemented anywhere, then the evaluation plan should be scaled down. Continued documentation of events and activities would be useful; large interview samples and collection of extensive archival data would not.

We cannot attach odds; judging from the history of the program and the nature of the changes that are underway, the most likely course of events is continuing development, but not an integrated program that warrants an impact evaluation during the 1980-81 school year. The problem, of course, is that we have to gamble: Not conducting an impact evaluation of an active, aggressive PUSH-EXCEL program is as much of a loss as over-evaluating a developing PUSH-EXCEL.

If PUSH-EXCEL were just another program, without a nationally known leader and national visibility, the most sensible alternative would be to put the evaluation in low gear, and wait another year for the program to settle into place. But in this PUSH-EXCEL may be a victim of its visibility. It is a fact that virtually every program for inner-city youth that has eventually proved to be effective also went through a multi-year shakedown period. It is equally a fact that, when we tried to make that point during the media coverage of the last report, it was ignored. A decision to back off from the evaluation because we can learn more next year than this year is likely to be ignored as well, and passed off as waffling on our part.

Disregarding other considerations, the most appropriate action, in our view, is to continue support of PUSH-EXCEL, and continue the active, prodding role that both the DOE monitors

and the evaluators have taken in encouraging the program to implement its own rhetoric. During the school year, however, the evaluation itself should continue at a lower level of effort. By the end of the 1980-81 school year, we should all of us--DOE, NIE, PUSH-EXCEL, and the evaluators--have a clear fix on whether an evaluable program has been put in place. If it has, then NIE can put the evaluation back on its original footing. If it has not, then we will not have wasted our time and NIE's money.

Appendix A:
Design of the Study

The evaluation of PUSH-EXCEL has been planned as a three-year longitudinal study. It began in March 1979 with a five-month field study of three sites. That phase of the evaluation culminated in a set of program descriptions[1] and the first of six major reports, the Evaluation Design. The second report in the series was Technical Report 1: The Evolution of a Program, released in March 1980.

This report, which documents program implementation during the 1979-80 school year, is the third. Subsequent reports are scheduled for release in February 1981, August 1981, and February 1982.

The evaluation approach is incremental: results achieved by the programs are examined in six-month cycles; the findings are fed back to the program and its stakeholders via the technical reports; and the program's subsequent plans are reviewed and incorporated into a design for the next cycle of the evaluation.

THE INDICATORS

Impact measures--indicators of the extent to which program goals are or are not occurring--are divided into three broad classes:

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[1] Kumi, L., et al. National Evaluation of the PUSH for Excellence Project: Phase I: Program Descriptions. Washington, D.C.: AIR, 1979.

- Indicators of Attention. As PUSH-EXCEL's own rhetoric points out, the first step in getting results is to get "attention." We borrowed this word to describe the first set of behaviors or events to be measured. This consists of those outcomes that are unambiguously attributable to PUSH-EXCEL efforts and, therefore, most directly within the control of the program.

- Intermediate Outcomes. Intermediate outcomes embrace some very important, meaningful events. Some of the effects we describe under the label "involvement." Others we groups under "formative investment," student behaviors (e.g., going to school everyday, doing homework) that are pre-conditions for the spontaneous, self-perpetuating, future-oriented behaviors that the program eventually wants to elicit.

- Indicators of Impact. We reserve "impacts" to refer to the more ultimate, long-term effects that stimulated the program. We group them under the program goals--motivation, atmosphere, opportunity, responsibility, and achievement--and a sixth construct, investment. This is defined as any voluntary expenditure of time, effort, or money to pursue legitimate opportunities, in hopes of a future return.

Exhibit A.1 presents the assessment indicators.

Data sources include direct observations, school archival records, and interviews with parents, teachers, and students.

THE STUDENT SAMPLES

We are conducting individual interviews with a cross-section of 8th and 10th graders in each of these schools:

EXHIBIT A.1
Measurement Chart for Program Outcomes

	Assessment Indicators	Data Sources
ATTENTION	a. Number of participants attending an activity	Observations, PUSH-EXCEL archives
	b. Comprehension of the materials presented	Interviews: Students, PUSH-EXCEL staff
	c. Memory of the material	Interviews: Students
	d. Immediate reaction to the material	Observations Interviews: Students, PUSH-EXCEL staff, school
INTERMEDIATE OUTCOMES		
1. Involvement		
• Parental Involvement	a. Attendance at school functions for parents	Observations Interviews: Parents School archives
	b. Attendance at school functions in which child is participating	Observations Interviews: Parents School archives
	c. Response rate to school mailouts	School archives
	d. Knowledge of child's most recent grades	Interviews: Parents
	e. Knowledge of the child's teachers	Interviews: Parents
	f. Knowledge of student's disciplinary problems	Interviews: Parents
	g. Knowledge of the school's course offerings and special programs	Interviews: Parents
	h. Behaviors to enforce study hours at home	Interviews: Parents
	i. Behaviors to define curfews, permitted activities, etc.	Interviews: Parents

	Assessment Indicators	Data Sources
INTERMEDIATE OUTCOMES (cont'd.)		
1. Involvement (cont'd.)		
• Parental Involvement (cont'd.)	j. Behaviors to enforce attendance	Interviews: Parents, students
	k. Contacts with teachers and other school staff	Interviews: Parents, school staff
	l. Spontaneous efforts to organize other parents, conduct fund-raising activities, provide resources for students, etc.	Interviews: Parents, school staff Newspapers and community newsletters Critical incidents
• Community Involvement	a. Number of interactions between PUSH-EXCEL and community groups	Interviews: PUSH-EXCEL staff, representatives from community groups PUSH-EXCEL files
	b. Membership in community groups	Interviews: Representatives from community groups
	c. Attendance at meetings	Interviews: PUSH-EXCEL staff, representatives from community groups
	d. Fund-raising results	Interviews: PUSH-EXCEL staff, representatives from community groups
	e. Changes over time in number of participants, level of activity, intensity of activity	Interviews: PUSH-EXCEL staff, community actors
	f. For each involvement activity, the match between the actual participants and the targeted population	Interviews: PUSH-EXCEL staff, community actors
	g. Spontaneous efforts (i.e., efforts not specifically suggested or encouraged by PUSH-EXCEL) to address local	Interviews: Newspaper and community newsletters

	Assessment Indicators	Data Sources
INTERMEDIATE OUTCOMES (cont'd.)		
1. Involvement (cont'd.)		
• School Involvement	a. Administrative and other outside means of support	Interviews: Principal, teachers
	b. Retrospective accounts of changes in school atmosphere and general environment	Interviews: Principal, teachers, students
	c. Perceptions of PUSH-EXCEL	Interviews: Principal, teachers
	d. Knowledge of students' parents	Interviews: Teachers, parents
	e. Contacts with students' parents and other community members	Interviews: Teachers, parents, community actors
	f. Knowledge of school and community resources	Interviews: Teachers
	g. Contributions to the formulation and promotion of school standards	Interviews: Principal, teachers
	h. For each involvement activity, changes over time in number of participants, level of activity, intensity of activity	Interviews: Principal, teachers
	i. For each involvement activity, the match between the actual participants and the targeted population	Interviews: Principal, teachers, students
2. Formative Investment	a. School attendance	School archives
	b. Participation in specific PUSH-EXCEL activities	Interviews: Students, PUSH-EXCEL staff, parents
	c. Participation in other extra-curricula activities	Interviews: Students, PUSH-EXCEL staff, parents
	d. Out-of-school behavior (e.g., studying at night)	Interviews: Students, parents Student daily logs
	e. Knowledge and use of school and community resources	Interviews: Students, parents

A-5

	Assessment Indicators	Data Sources
INTERMEDIATE OUTCOMES (cont'd.)		
2. Formative Investment (cont'd.)	f. Level of effort (school work)	Interviews: Students, PUSH-EXCEL staff, parents
	g. Tardies and cuts	School archives
IMPACT ON STUDENTS		
1. Motivation	a. Extent to which students perceive that their efforts will product rewards	Interviews: Students Internal-external locus of control scale
	b. Students' expectancies that they will obtain the jobs they want	Interviews: Students
	c. Level of aspiration to careers	Interviews: Students
	d. Ability to delay gratification	Interviews: Students
	e. Achievement values (motives): hope of success and fear of failure	Interviews: Students
2. Responsibility	a. Efforts to assist family and community members (e.g., baby-sitting, participation as volunteer in hospital)	Interviews: Students, parents
	b. Efforts to promote standards of conduct among peers	Interviews: Students, parents Critical incidents, peer nominations
	c. Drug abuse	Interviews: Students, parents School archives
	d. Delinquent behavior	Interviews: Students, parents School archives
	e. School attendance	School archives
	f. Pregnancy	School archives
	g. Violence toward teachers or other students	Interviews: students, parents School archives

	Assessment Indicators	Data Sources
IMPACT ON STUDENTS (cont'd.)		
3. Investment	a. Efforts to get part-time or summer jobs	Interviews: Students, schools, employment service center counselors
	b. Choice of electives	School archives Student interviews
	c. Efforts to go to college or post-high school training program	Interviews: Students, counselors, PUSH-EXCEL staff
	d. Efforts to obtain information regarding careers	Interviews: Students, counselors, PUSH-EXCEL staff
	e. Efforts to increase social skills	Interviews: Students, parents, PUSH-EXCEL staff
	f. Efforts to create opportunities for other students	Interviews: Students, parents, PUSH-EXCEL staff, peer nominations School newspaper
	g. Efforts to improve personal appearance, health, and hygiene	Interviews: Parents, students
	h. Use of personal monetary resources for long-range goals	Interviews: Parents, students
4. Atmosphere	a. Appearance of school grounds	Observation
	b. Incidents of in-school crimes and minor offenses	School archives
	c. Teacher expectations for student performance and behavior in school	Interviews: Teachers, students
	d. Dissatisfaction and boredom among students	Interviews: Teachers, students
	e. Teachers' sense of personal efficacy	Interviews: Teachers
	f. Perceptions of school spirit, traditions, and norms	Interviews: Teachers, students, principal
	g. Perceptions of the physical environment	Interviews: Teachers, students, principal
	h. Teachers', students' fears of violence in the school	Interviews: Teachers, students
	i. General noise and activity level in the school	Observation

	Assessment Indicators	Data Sources
IMPACT ON STUDENTS (cont'd.)		
5. Opportunity		
• In-School Resources	a. Tutoring services	Interviews: Teachers, counselors, students, School archives
	b. Physical facility	Interviews: Principal Observations
	c. Extracurricular activity	Interviews: Principal, teachers, PUSH-EXCEL staff School archives
	d. Special education programs	Interviews: Principal, teachers, PUSH-EXCEL staff School archives
	e. Size and special training of staff	Interviews: Principal, teachers School archives
	f. Opportunities for staff development	Interviews: Principal, teachers
	g. Number of school functions	School archives: annual reports for the school
	h. School staff support for student efforts	Interviews: Teachers, principal
• Out-of-School Resources	a. Job markets	Bureau of Labor Statistics State and local occupational projections
	b. General social service	Interviews: Community social services staff
	c. Youth services	Interviews: Community social services staff
	d. Other training and educational opportunities	Interviews: Counselor, social worker, PUSH-EXCEL staff, teacher, principal

	Assessment Indicators	Data Sources
IMPACT ON STUDENTS (cont'd.)		
5. Opportunity (cont'd.)		
• Out-of-School Resources (cont'd.)	e. Community members' support of student efforts (e.g., letters of recommendation for jobs and post-high school training, provision of materials for student-sponsored activities)	Interviews: Community actors, students, parents
6. Achievement	a. Grades	School archives
	b. Test scores	School archives

Alton Park Junior High School, Chattanooga
Howard High School, Chattanooga
Riverside High School, Chattanooga
Manley High School, Chicago
Cole Junior High School, Denver
East High School, Denver
Manual High School, Denver

The students are designated as the intensive sample.

Students were interviewed once during spring 1980. A second cycle of interviews is currently underway, and a final cycle is planned for spring 1981.

A structured self-report questionnaire was administered in spring 1980 to a second cross-section of 10th graders in each of the following schools:

Kirkman High School, Chattanooga
Chicago Vocational High School
Central High School, Kansas City
East High School, Kansas City
West High School, Kansas City

The students in these schools constitute the standard sample.

A second administration of the questionnaire is scheduled for spring 1981. Because the program no longer operates in Central and West High Schools, the sample will comprise students from Kirkman, Chicago Vocational, and East.

The two types of samples serve different purposes. The standard sample serves as a focal point for assessing the extent of program coverage and the degree of program impact on outcomes, such as school climate, which presumably affect the entire student population. The intensive sample is

included to provide detailed data on the entire range of program outcomes, including those related to parental involvement. The number of students to be interviewed represents the upper limit that can be accommodated with corresponding parental interviews, within the existing resources for the evaluation. We are gathering archival data for each intensive and standard student on basic impact measures (attendance, grades and test scores, delinquent behavior, etc.).

Sample Selection

Plans called for a random sample of 100 students per school. However, parental consent had to be granted for students to participate in the evaluation. The sampling procedures were therefore constrained by the anticipated difficulties in obtaining parental permissions for the desired sample sizes.

Chattanooga. The schools from which intensive samples would be drawn had 8th or 10th grade populations of 250 students or less. It was decided that permissions would be requested for all students in the target grades. The response was extremely low (approximately 50 of 550 requests mailed). Follow-up consisted of a second mailing of a simplified request letter. This was accompanied by briefings to students on the evaluation and reminders by homeroom teachers to students to return signed permissions. This procedure yielded only a slight increment in the initial response rate. The third step was to telephone parents, and finally, on-site data collectors went door-to-door to make in-person requests.

At the standard school (Kirkman), permissions were mailed to all 375 10th grade parents. Follow-up procedures were identical to those for the intensive schools with the exception of door-to-door requests.

The following shows the sample sizes for each school:

	Size of Sample	% of 8th or 10th grade class
Alton Park Jr. H.S.	45	24
Kirkman H.S.	63	17
Howard H.S.	85	34
Riverside H.S.	20	15

Chicago. The Department of Data Processing of the Chicago Public Schools produced a simple random sample of 250 10th graders for each of the two schools in the evaluation. Permission forms were mailed to parents of each student on the list.

The initial response rate for Manley parents was extremely low (13 of 250). Follow-up to gain additional permissions consisted of three mailouts of a revised and shortened consent form, phone calls, and distribution of consent forms at a parent open-house. Also, the principal talked to students about the evaluation and the need for parental permissions.

At Chicago Vocational High School, the initial mailout was to parents of students in the random sample; 61 permissions were obtained. Subsequently, school counselors asked students to bring in signed forms, a second mailout was conducted, and permissions were distributed to one of the 10th grade classes.

Sample sizes were as follows:

	Size of Sample	% of 8th or 10th grade class
Chicago Vocational H.S.	99	8
Manley H.S.	72	11

Denver. The Denver Public Schools gave AIR a list of IDs for the 8th and 10th grade classes at the three schools in the

evaluation. From the 10th grade lists, stratified random samples of 250 students were drawn. The stratification cells were based on the racial/ethnic breakdown of the class populations. Permission letters were sent to parents of students in the samples. Because there were only 240 students in the 8th grade class, a sample was not selected. Letters were sent to parents of all 8th graders.

Follow-up on the initial letter of permission consisted of phone calls. This procedure yielded fewer than 150 10th grade students per school. The 10th grade permission request samples were augmented by 125 at Manual and 200 at East (both figures constituted virtually the remainder of the 10th grade population). Letters of permission were mailed, followed by phone calls to parents who did not respond.

The following shows the sample sizes for each school:

	Size of Sample	% of 8th or 10th grade class
Cole Jr. H.S.	88	37
East H.S.	109	18
Manual H.S.	77	20

Kansas City. The school administration's Division of Planning and Research recommended at the outset that AIR send permission requests to all 10th graders. Previous studies in the system had indicated that parent response rates were low and the samples obtained showed high attrition rates over time.

Letters were sent to parents of all 10th graders and phone follow-up was made for parents who did not respond to the initial mailout.

The following shows the sample sizes:

	Size of Sample	% of 8th or 10th grade class
Central H.S.	82	29
East H.S.	91	30
West H.S.	38	42

Table A.1 shows the breakdown of students by race and sex, for samples in Kansas City and the other sites.

PARENT AND TEACHER SAMPLES

Parents of students in the intensive sample were interviewed on the basis of availability. Sample sizes were as follows:

	Number of Parents
Alton Park Jr. H.S., Chattanooga	22
Howard H.S., Chattanooga	71[a]
Riverside H.S., Chattanooga	10
Manley H.S., Chicago	39
Cole Jr. H.S., Denver	38
East H.S., Denver	53
Manual H.S., Denver	33

Twelve to 15 teachers in each school comprised the teacher interview samples. Stratified random samples of ten teachers were selected in each Denver school. In the other sites, simple random samples of ten teachers per school were selected. Each principal was asked to augment the ten randomly chosen teachers with a judgmental sample of five.

[a] Data analyses presented in the body of this report were based on 48 interviews completed as of 1 July. Twenty-three additional interviews were conducted in August.

TABLE A.1
Student Intensive Samples by Race and Sex [a]

School	Black		Oriental		Hispanic		White		Total
	M	F	M	F	M	F	M	F	
Alton Park Jr. H.S., Chattanooga	15	24	–	–	–	–	3	3	45
Howard H.S., Chattanooga	45	39	1	–	–	–	–	–	85
Riverside H.S., Chattanooga	8	10	–	–	–	–	2	–	20
Manley H.S., Chicago	26	43	–	–	–	–	–	–	69
Cole Jr. H.S., Denver	10	13	4	–	2	3	30	24	88 [b]
East H.S., Denver	17	27	3	1	6	3	23	27	108 [b]
Manual H.S., Denver	3	10	2	1	1	2	33	25	77

[a] Data on the standard sample are currently being prepared for tabulation.
[b] Data are missing for three or fewer students in this sample.

INTERVIEW PROCEDURES

Students in the intensive sample were interviewed individually, during regular school hours. To maintain confidentiality, interviewers recorded student IDs, and not names, on the interview instrument (Exhibit A.2). Names were recorded on separate 2x3 cards, which were given to the students when the interview was over. All interviews were conducted between February and early May 1980. The student questionnaire (Exhibit A.3) was administered in group sessions during April and May 1980.

Parents were interviewed in their homes. Interviews began in May 1980 and continued through August 1980. The interview protocol is shown in Exhibit A.4.

Teacher interviews were conducted individually, during the school day. The interviews took place in May and June 1980. Exhibit A.5 shows the interview instrument.

THE EVALUATION STAFF

The evaluation is being conducted by the Institute of Neighborhood Initiatives (INI) of the American Institutes for Research. It is directed by Dr. Saundra R. Murray. Dr. Charles A. Murray serves as Principal Investigator and Mr. W. Victor Rouse, Director of INI and Vice President of AIR, has overall corporate responsibility for the conduct of the research.

Field operations are directed by Ms. Linda M. Kumi, who coordinates the work of six on-site data collection consultants: Ms. Ann Lee and Ms. Dianne Merrill (Denver), Mr. Ed Rocca and Ms. Linda Smith (Chattanooga), Mr. Uthman F.

Muhammad (Chicago), and Mr. Christopher Huff (Kansas City). The consultants observe program activities, conduct interviews, collect archival data, and maintain essential day-to-day contacts with the program. Additional support has been provided by Ms. Mary Martin, Ms. Joan Flood, Mr. Ronald Harnar, Ms. Ellen Stotsky, Mr. John Johnson, Mr. Stephen L. Dory, Ms. Eileen Kelly, Dr. Sheila Cowan, Ms. Susan Mileff, and Ms. Helen Phillipsborn.

Dr. Norman Gold, National Institute of Education, serves as Project Officer.

EXHIBIT A.2
PRETEST

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

PUSH-EXCEL EVALUATION

Student Interview Form

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

School District _____ School _____

Student ID No. _____ Birthdate _____

Grade _____ Sex _____ Race _____

Interviewer _____ Date _____

INSTRUCTIONS TO INTERVIEWERS: You must explain the following statements at the beginning of each interview:

Introductory Remarks:

ON CONFIDENTIALITY: We will use ID numbers (no names) and will not discuss this questionnaire with anyone. Information will be assembled to report program activities and results, not to discuss specific individuals.

You are not representing PUSH-EXCEL, but are a member of an evaluation team that is visiting the program in several cities where it operates. (Describe if necessary.)

We are talking to many students, teachers, and parents in each of the cities to find out what students do and do not like about the program.

We are trying to learn about the program so other schools can start programs like this.

Students are not required to answer any questions they do not want to answer. Ask if the student has any questions before you begin.

We are interested in their experiences during this school year only. Some questions will refer only to the last few months.

SCHOOL BEHAVIOR

1. **How do you feel about school?** _____

   Why do you feel this way? _____

2. **What courses are you taking this semester that you didn't have to take?** ***(List electives):***

3. **How interesting are most of your courses to you?**

   - ☐ Very interesting
   - ☐ Quite interesting
   - ☐ Fairly interesting
   - ☐ Slightly interesting
   - ☐ Very uninteresting

   What is your most interesting course you are taking now? _____ **The least interesting?** _____

4. **About how much time do you spend in an average day on all your homework?**

   - ☐ None
   - ☐ Less than ½ hour
   - ☐ ½ hour to 59 minutes
   - ☐ 1 hour to 1 hour 59 minutes
   - ☐ 2 hours to 2 hours 59 minutes
   - ☐ 3 or more hours

4. **(Con't.)**

Do you complete it? ☐ Yes ☐ No

If no, how long would it take you to do it?

- ☐ Less than ½ hour
- ☐ ½ hour to 59 minutes
- ☐ 1 hour to 1 hour 59 minutes
- ☐ 2 hours to 2 hours 59 minutes
- ☐ 3 or more hours

5. **Where do you usually study?** ***(Probe for description of study area, presence of other people, distractions)***

Here are some questions dealing with things schools make rules about. We're interested in those things you might do that would get you into trouble at school. The only way we can learn about how students your age act is by students giving honest answers to each question. However, you do not have to respond to questions that you think are too personal to discuss.

How often	Never	Hardly ever	About once a month	About once a week	Almost every day
6. **do you fight with other students**					
7. **do you argue with your teachers**					
8. **do you goof-off in class**					
9. **do you come late to school**					
10. **are you late to class**					
11. **do you skip classes**					
12. **do you come to class unprepared**					
13. **do you do things that you know will make the teacher angry**					
14. **do you cheat on tests**					
15. **do you turn in sloppy assignments**					
16. **do you copy someone else's schoolwork**					
17. **are you kept after school**					
18. **do you turn in incomplete assignments ?**					

19. **Have your parents been called in to a disciplinary hearing with the principal in the last school year?** ***(Explore reasons, outcomes, role of PUSH-EXCEL staff, if applicable)***

- ☐ Never
- ☐ Once or twice
- ☐ Three or more times

20. **Have you been suspended from school in the last school year?** ***(Explore reasons, outcome, role of PUSH-EXCEL staff, if applicable)***

- ☐ Never
- ☐ Once or twice
- ☐ Three or more times

21. **Have you ever dropped out of school (this school or one you were in before)?** *(Explore reasons for dropping out, motivation for return)*

☐ Yes ☐ No

● PEER GROUP

22. **Has anyone you know well dropped out of school?** ☐ Yes ☐ No

If yes, was the person your brother, sister, good friend, acquaintance, other? _____

What has made you stay in school? _____

---

23. **Different kinds of students are popular in different kinds of schools. What does it take to be popular in this school?**

---

24. **Are there certain types of students who tend to have high status or be looked up to?** _____

---

25. **Are there (other) types of students who tend to be looked down on?** *(Probe: What students have lower status or are looked up to LESS than others?)*

---

26. **Are there any students here looked up to, or looked down on, because they are in certain programs—like college preparatory or vocational programs?**

---

27. **What do you do when you see friends or other students breaking school rules?**

☐ Nothing
☐ Warn them that they are breaking a rule
☐ Discuss the violation with the principal or teacher
☐ Try to prevent further violations (How?) _____

● EMPLOYMENT

28. **Are you working now?** ☐ Yes ☐ No

If yes, what do you do? _____

How did you get the job? _____

How are you doing? _____

---

29. **Have you had (other) jobs in the past?** ☐ Yes ☐ No

If yes, what did you do? _____

How did you get the job? _____

How did you do? *(If quit or fired, obtain reasons)* _____

---

30. **How do you spend the money you earn?** *(Probe: priorities among the ways money is spent)* _____

_____

INTERVIEWER NOTE: *If student responds that he/she saves money, skip to items 31b and c. If no explicit mention of saving is made, ask items 31a, b, and c.*

31a. **Do you have any money saved?** ☐ Yes ☐ No

b. **About how much do you have saved?** _____

c. **What do you expect to use it for?** _____

● FUTURE PLANS

32. **Do you plan to finish high school?** ☐ Yes ☐ No

If no, why is that? _____

_____

If yes, how certain are you that you will actually graduate?

- ☐ Certain
- ☐ Fairly certain
- ☐ Less certain (chances about 50/50)
- ☐ Chances pretty slim (much less than 50/50)

33. **What sort of work do you think you might do for a living?** _____

_____

How do you plan to get into this sort of work? _____

_____

_____

34. **What do you think you might do after you graduate from (or drop out of) high school?**

- ☐ Attend vocational school
- ☐ Go to junior college
- ☐ Go to college
- ☐ Haven't decided
- ☐ Find a job (what type?)
- ☐ Join the military
- ☐ Other (specify): _____

35. **What can you do in high school that will help you reach this goal?** _____

_____

What kinds of things have you done to help you reach your goals? (Check all that apply)

- ☐ Don't know
- ☐ Talk to PUSH-EXCEL staff
- ☐ Take courses
- ☐ Do volunteer work
- ☐ Visit local business offices
- ☐ Talk to guidance counselor
- ☐ Visit college or vocational school
- ☐ Write for information (catalogues, applications)
- ☐ Take entrance examination (e.g., SAT, ACT)
- ☐ Other (specify): _____

36. **How did you decide on this future?**

- ☐ Talked to career counselor
- ☐ Famous people in the news
- ☐ TV/radio/movies
- ☐ Example among family or friends
- ☐ Read about it (where?) _____
- ☐ Other (specify): _____

37. **What do you think your chances are of having this future?**

- ☐ Very good
- ☐ Good
- ☐ Not so good
- ☐ Not good at all

38. **Have you talked with your parents (or guardians) about what you are going to do after high school?**

☐ Yes ☐ No

If yes, what do they want you to do after high school?

_____

If no, what do you THINK they want you to do after high school?

_____

● PARTICIPATION IN PUSH-EXCEL, EXTRACURRICULAR, AND ENRICHMENT ACTIVITIES

39. **What do you usually do after school?** ***(Probe: responsibilities at home, informal activities with peers, etc.)***
When do you usually go?

_____

_____

_____

_____

40. **Would you RATHER be doing something else after school?** ☐ Yes ☐ No

If yes, what? _____

_____

41. **Here is a list of activities that students participate in after school or on weekends. Which ones have you done in the past year?**

	How many times last year?	Describe what you did
Team sports (baseball, etc.)	☐	
School clubs or organizations (specify) _____	☐	
Attend a play	☐	
Read for own enjoyment or for information	☐	
Go to movies	☐	
Visit museums	☐	
Attend special events (circus, etc.)	☐	
Outdoor recreation activities	☐	
Visit another city	☐	
Church activities (choir, youth group)	☐	
Neighborhood recreation center activities	☐	
Volunteer activities	☐	
Pursue hobbies (specify) _____	☐	
_____		
Other (specify): _____	☐	

42. **What do you know about the PUSH-EXCEL program in this school?** _____

_____

_____

_____

INTERVIEWER NOTE: *If student indicates no knowledge of the program, skip to item* **44.**

43. **What do you think of the program so far?** _____

_____

_____

44. **Do you participate in any of these PUSH-EXCEL activities?** *(Provide checklist for activities in the school)*

_____

_____

45. **What do you expect to get out of your participation?**

_____

_____

● PERCEPTIONS OF THE SCHOOL ENVIRONMENT

46. **How does your school rate on these features?**

	Very High	High	Average	Low	Very Low
School pride					
School spirit					
Participation of parents					
Participation of community people					
School building and facilities					
Courses offered					
Principal's interest in the school					
Cooperation among students, teachers, and principal					
Student's enthusiasm for learning					
Cleanliness of the school grounds					

● CRIMINAL JUSTICE CONTACTS

INTERVIEWER NOTE: *Read this to the student before the questions in this section are read:*

"You may think that some of these questions are none of my business. That's OK, just tell me so, and we'll move on to another question."

47. **Have you ever been hassled by the police?** *(Collect incident—what happened, who was involved, outcome)*

☐ Never ☐ Once or twice ☐ Three or more times

_____

_____

_____

_____

48. **Have you been sent to court in the last year?** *(Explore reason, outcome)*

☐ Yes ☐ No

_____ _____

_____

_____

_____

49. Have you been on probation in the last year?

☐ Yes ☐ No

If yes, why? _____

_____

● MOTIVATION, ATTITUDES, AND EXPECTATIONS

50. As you think of your future life, what is the picture of the way you would like life to work out for you?

_____

_____

51. When you think of the kind of person you would like to be as an adult, who is the one person you know that you would most want to be like?

What is it about that person you admire? *(Probe: Can you tell me more about this person?)*

_____

_____

_____

_____

52. How do you expect your academic performance this year will compare with others in your class?

☐ I'll do better than 90 percent of the others
☐ I'll do better than 70 percent of the others
☐ I'll do better than 50 percent of the others
☐ I'll do better than 30 percent of the others
☐ I'll do better than 10 percent of the others

53. Can you tell me what are some of the things you feel pretty happy about these days? Try to include everything that is important to you—your family, friends, school, or other things you may be happy about or pleased with. *(Probe: The most recent incident that made student feel good. How did it come about? What did you do? What happened? How important was it?)*

_____

_____

_____

_____

54. Many students have told us about things they are not completely happy about. What are some things you are NOT too happy about these days?
(Probe: The most recent incident that student is not too happy about. How did it come about? What did you do? What happened? How important was it?)

_____

_____

_____

_____

55. Do you think it is better to plan your life a good way ahead, or would you say life is too much a matter of luck to plan ahead very far?

_____

56. When you do make plans ahead, do you usually get to carry out things the way you expected, or do things come up to make you change your plans?

_____

57. Have you usually felt pretty sure that your life would work out the way you want it to, or have there been times when you have not been sure about it?

_____

58. **Some people feel they can run their lives pretty much the way they want to; others feel the problems of life are sometimes too big for them. Which ones are you most like?**

_____

59. **Students your age sometimes have certain ways in which they want to improve. What are some of the ways in which you would like to improve yourself?**

First mention _____

_____

Second mention _____

_____

Third mention _____

_____

Fourth mention _____

_____

Fifth mention _____

_____

Are there things you will do to improve yourself in (*Mention*)? If yes, what are they? IF NOT ALREADY ASCERTAINED: What are you doing right now to improve in this area?

First mention _____

_____

Second mention _____

_____

60. **I wonder if you can think of the last time that you did something to help someone? Whom did you help? How did your involvement come about? What did you do? What happened?**

_____

_____

_____

_____

_____

Respondent ID No. _____

● INTERVIEWER NOTES

a. Honesty of response

Not honest at all	1	2	3	4	5	very honest

b. What came across to you during the interview that we might miss from reading the responses to the separate questions?

EXHIBIT A.3
PRETEST
PUSH-EXCEL EVALUATION

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Student Questionnaire

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

Name of School _____ **City** _____

Birthdate _____ **Grade** _____ **Sex** _____ **Race** _____

Student ID. No. _____ **Date** _____

INSTRUCTIONS TO STUDENTS:

This evaluation is sponsored by the National Institute of Education, an agency of the Federal Government. Some of the questions we are going to ask you will sound very personal. They may be about problems you are having at school. You don't need to worry about anybody finding out how you answer. The papers will be arranged so that no one knows whose answers are whose, and your last name will not be recorded on the questionnaire. But even so, you may think that some of these questions are none of our business. That's okay, just don't answer them. But if you do want to answer them, it will really help us find out about the kinds of problems kids have in this school and the kinds of things that ought to be done about them.

We are interested in your experiences during this school year only. Some questions will refer only to the last few months.

For AIR Use only

1. **How do you feel about school in general? Do you like it . . .** *(check one)*

- ☐ A lot
- ☐ Quite a bit
- ☐ Somewhat
- ☐ Not very much
- ☐ Not at all

2. **What courses are you taking this semester that you didn't have to take?** *(list)*

_____

_____

_____

3. **How interesting are most of your courses to you?** *(check one)*

- ☐ Very interesting
- ☐ Quite interesting
- ☐ Fairly interesting
- ☐ Slightly interesting
- ☐ Very uninteresting

4. **About how much time do you spend in an average day on all your homework?** *(check one)*

- ☐ None
- ☐ Less than ½ hour
- ☐ ½ hour to 59 minutes
- ☐ 1 hour to 1 hour 59 minutes
- ☐ 2 hours to 2 hours 59 minutes
- ☐ 3 or more hours

5. **When you study do you usually. . .** *(check one)*

- ☐ Listen to music or have the TV on?
- ☐ Go to the library or some other place?
- ☐ Try to find a quiet place in your home?
- ☐ Find time during school hours?

The next page lists some questions dealing with things schools make rules about. We're interested in those things you might do that could get you in trouble at school. The only way we can learn about how students your age act is by each student giving honest answers to each question. However, you do not have to respond to questions that you think are too personal to discuss. *(Check one answer for each question)*

For AIR use only

How often...

	NEVER	HARDLY EVER	ABOUT ONCE A MONTH	ABOUT ONCE A WEEK	ALMOST EVERYDAY
6. do you fight with other students					
7. do you argue with your teachers					
8. do you goof-off in class					
9. do you come late to school					
10. are you late to class					
11. do you skip classes					
12. do you come to class unprepared					
13. do you do things that you know will make the teacher angry					
14. do you cheat on tests					
15. do you turn in sloppy assignments					
16. do you copy someone else's school work					
17. are you kept after school					
18. do you turn in incomplete assignments?					

19. Do you plan to finish school? ☐ Yes ☐ No

If no, why is that? _____

_____

When do you expect to leave high school? _____

How certain are you that you actually will graduate? *(check one)*

- ☐ Certain of graduating
- ☐ Fairly certain
- ☐ Less certain (chances about 50/50)
- ☐ Chances pretty slim (much less than 50/50)

20. What sort of work do you think you might do for a living? _____

_____

How do you plan to get into this sort of work? _____

_____

_____

21. What do you think you might do after you graduate from (or drop out of) high school? *(Check all that apply)*

- ☐ Attend vocational school
- ☐ Go to junior college
- ☐ Go to college
- ☐ Find a job (what type?) _____
- ☐ Join the military
- ☐ Other (specify): _____
- ☐ Haven't decided

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22. What can you do in high school that will help you reach this goal? *(Check all that apply)*

- ☐ Talk to PUSH-EXCEL staff
- ☐ Take courses
- ☐ Do volunteer work
- ☐ Visit local business office
- ☐ Talk to guidance counselor
- ☐ Visit college or vocational school
- ☐ Write for information (catalogues, applications)
- ☐ Take entrance examination (i.e., SAT)
- ☐ Other (specify): _____
- ☐ Don't know

23. How did you decide on this future? *(Check all that apply)*

- ☐ Talked to career counselor
- ☐ Famous people in the news
- ☐ TV/radio/movies
- ☐ Example among family or friends
- ☐ Read about it (where?) _____
- ☐ Other (specify) _____

24. What do you think your chances are of having this future? *(Check one.)*

- ☐ Very good
- ☐ Good
- ☐ Not so good
- ☐ Not good at all

25. Here is a list of activities that students participate in after school or on weekends. Which ones have you done since September 1979?
(Write in the amount of time you spent. For example, write "0" if you did not participate, "every day" if you participated that often, "once a week," etc.)

	How many times since September?
Team sports (baseball, etc.)	_____
School clubs or organizations (specify): _____	_____
Attend a play	_____
Read for own enjoyment or for information	_____
Visit museums	_____
Attend special events (circus, etc.)	_____
Outdoor recreation activities	_____
Visit another city	_____
Church activities (choir, youth group)	_____
Neighborhood recreation center activities	_____
Pursue hobbies (specify): _____	
_____	_____
Other (specify) _____	
_____	_____

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26. **Do you participate in any of these PUSH-EXCEL activities?** ***(See attached list of activities. Write the names of the activities you participate in.)***

_____

_____

_____

_____

_____

27. **Do many of your teachers seem to take a personal interest in you?** ***(Check one.)***

- ☐ All of my teachers take a person interest in me
- ☐ Most of my teachers take a personal interest in me
- ☐ Some
- ☐ A few
- ☐ None

28. **How many teachers here seem excited about their work, and really seem to enjoy teaching?** ***(Check one)***

- ☐ Nearly all of the teachers
- ☐ Most of them
- ☐ Some of them
- ☐ A few of them
- ☐ None of them

29. **How often do teachers here encourage extra effort from students?** ***(Check one)***

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

30. **How often do teachers at this school "talk down" to students, and act as if students don't know anything?** ***(Check one)***

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

31. **How often do your teachers like students to express opinions about how the school should be?** ***(Check one)***

- ☐ Almost always
- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221 e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accuarte, and timely.

EXHIBIT A.4

PRETEST

PUSH-EXCEL EVALUATION

Parent Interview Form

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

School District _____ **School** _____

Parent ID No. _____ **Sex** _____ **Race** _____

Interviewer _____ **Date** _____

Time interview begins _____ **Time interview ends** _____

INSTRUCTIONS TO INTERVIEWERS

You must read the following statements at the beginning of each interview:

This evaluation is sponsored by the National Institute of Education, an agency of the Federal Government. Some of the questions we are going to ask may sound personal, for example, about your child's problems in school. This information is, however, strictly confidential. If you do not want to answer any specific question, just tell me. We hope you will answer because it will help us find out about your child's problems, and what can and is being done to help him/her.

You should also explain:

- ON CONFIDENTIALITY: We will use ID numbers (no names) and will not discuss this conversation with anyone. Information will be assembled to report program activities and results, not to discuss specific individuals.
- You are not representing PUSH-EXCEL, but are a member of an evaluation team that is visiting the program in six cities where it operates.
- You are interviewing students, teachers, and parents in each of the cities to find out what they do and do not like about the program.
- Parents are not required to answer any questions they do not want to. Ask if the parents have any questions before they begin.

1. What do you know about the PUSH-EXCEL program?

What do you think of the program so far?

Do you participate in any of these activities (present list)?

Does your child participate in any PUSH-EXCEL activities (list)?

2. What do you think of (name of school)?

3. Does (name of school) try to get parents to participate in school activities? Has anyone from the school contacted you in the last year? (PROBE: number of contacts, by whom, reason for contact)

4. Do you attend functions sponsored by (name of school)? (PROBE: name functions, parent's overall attendance, attendance at school functions in which the child is participating)

5. Describe the things you do to encourage (child's name) in school.

6. What courses are (child's name) taking in school this semester?

Courses

7. How do you feel about (child's name) grades for the last marking period?

8. Is (child's name) having any problems at school: (PROBE: explore reasons, outcome)

9. Have you talked with any of (child's name) teachers this year? (PROBE: who, when, reason, outcome)

What about other school staff? (PROBE: who, when, reason, outcome) _____

10. What are the positive things that (child's name) does? (PROBE: responsibilities at home, participation in school and community activities, employment, efforts to help others, interest in school and careers)

11. Does (child's name) do things that really disturb you? (PROBE: What are they? How often are these things a problem?) _____

Is (child's name) trying to change these things? _____

Are there ways in which you are trying to help him/her? _____

Are there things that the school or program is trying to do to help with these problems? _____

12. What do you want most for your children? _____

Are there ways you are helping them in these things? _____

13. Has (child's name) ever talked to you about his/her plans for the future? What did you think of these plans?

14. Are there people in the school or community who are really trying to help (child's name). (PROBE: who, what was done, what happened?) _____

15. In the past year have you tried to get other parents or community people to do things for the school?

EXHIBIT A.5
PRETEST

FEDAC Form No. S110 Expiration Date: 28 Feb 1982

This report is authorized by law (20 U.S.C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

PUSH-EXCEL EVALUATION

Teacher Interview Form

NATIONAL EVALUATION OF THE PUSH FOR EXCELLENCE PROJECT

School District _____ School _____

Teacher ID No. _____ Sex _____ Race _____

Interviewer _____ Date _____ Years of Teaching Experience _____

Time interview begins _____ Time interview ends _____

INSTRUCTIONS TO INTERVIEWERS

You must read the following statements at the beginning of each interview:

This evaluation is sponsored by the National Institute of Education, an agency of the Federal Government. Your participation in this study is completely voluntary. We appreciate the help you will be giving us by answering these questions; but if you do not care to reply to any specific question, feel free to tell me so.

You should also explain:

- ON CONFIDENTIALITY: We will use ID numbers (no names) and will not discuss this conversation with anyone. Information will be assembled to report program activities and results, not to discuss specific individuals.
- You are not representing PUSH-EXCEL, but are a member of an evaluation team that is visiting the program in six cities where it operates.
- You are interviewing teachers to discuss the impact of the program on the school and the students.
- Teachers are not required to answer any questions they do not want to. Ask if the teachers have any questions before they begin.

1. What major PUSH-EXCEL events did the students in your class attend (e.g., rally, convocation, conferences)?

What were the reactions of your class to the (name one event)?

2. Have you talked with any of your students' parents this year? ( ) YES ( ) NO
(If YES, PROBE: number of contacts, who initiated contacts, reason for contacts, outcome)

3. Are there people in the school or community who are really trying to help the students in your class?
( ) YES ( ) NO (If YES, PROBE: who, what was done, outcome)

4. How would you describe this school and its students? (Probe: staff, student, parent interest in the school; climate for learning; school spirit; student conduct, characteristics and behavior of particular groups of students)

5. What do you know about the PUSH-EXCEL program? (Probe: objectives, description)

What do you think of the program so far?

Do you participate in any of these activities (present list)?

6. What is your view of the facilities at this school? (Probe: size of student body in relation to size of school, condition of facilities and equipment)

7. What are the training and educational opportunities that (school name) provides for students and teachers? (Probe: types of opportunities, objectives, who participates, outcome)

8. What are the other training and educational opportunities that are available outside of (school name)? (Probe: what, objectives, who participates, outcome)

9. In what ways are you involved in school-related activities outside the classroom?

10. Do you feel that you can make a contribution to this school and its students? (If YES, probe: perceptions of effect on students, role in decisionmaking about school-related affairs, role in school policy formation)

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